

EXTERNAL EVALUATION REPORT

**West Los Angeles College
9000 Overland Avenue
Culver City, CA 90230**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the finding of the External Evaluation Team
that visited
West Los Angeles College and
Los Angeles Community College District
March 6 – March 10, 2016**

**Kindred I. Murillo, Ed.D.
Chair**

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: July 8, 2016
INSTITUTION: West Los Angeles College
9000 Overland Avenue
Culver City, CA 90230
TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited West Los Angeles College March 7 – March 10, 2016.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the West Los Angeles College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission notes that references to a business continuity and/or disaster recovery plan should not be capitalized as in District Recommendation 4. The team’s reference is to a general plan and not a specific plan with that title.

List of College Team Members

Chair

Dr. Kindred Murillo
Superintendent/President
Lake Tahoe Community College

Assistant

Dr. Michelle Risdon
Vice-President of Academic Affairs
Lake Tahoe Community College

Assistant

Mr. Jeremy Brown
Director of Institutional Effectiveness
Lake Tahoe Community College

Ms. Margaret Mayfield

Head Faculty Librarian
Hartnell College

Ms. Jacqui Shehorn

Basic Skills/English Instructor
West Hills College Lemoore

Ms. Anna Hanlon

Professor, Health; Program Assessment &
Improvement; Curriculum Chair
Orange Coast College

Dr. Paul Jarrell

Dean, Academic Affairs-Instructional
Support
Pasadena City College

Dr. Robert Livingston

Professor, Business Administration
Cerritos College

Dr. James Smith

Dean, Institutional Effectiveness
San Bernardino Valley College

Dr. Deborah Wulff

Vice President of Academic Affairs
Cuesta College

Mr. Daniel Gutowski

Administrative Services Supervisor
San Diego Miramar College

Mr. Luis Sanchez

President
Moorpark College

Dr. Kevin O'Rorke

Vice President of Student Services
Shasta College

**Los Angeles Community College District
External Evaluation Visit Team Roster**

Chair

Dr. Helen Benjamin
Chancellor
Contra Costa Community College District

Assistant

Ms. Tammeil Y. Gilkerson
Vice President, Academic and Student Affairs
Contra Costa College

Ms. Linda Beam
Vice President Human Resources
El Camino College
Dr. Jannett Jackson
Chancellor
Chabot-Las Positas Community College
District

Ms. Deborah Ludford
District Director of Information Services
North Orange County Community College District
Dr. Jamey Nye
Associate Vice Chancellor of Instruction
Los Rios Community College District

Mr. Dustin Johnson
Trustee
Los Rios Community College District

Dr. Lynn Neault
Vice Chancellor Student Services
San Diego Community College District Office

Mr. Doug Horner
Director of Facilities and Bond Program
Chabot-Las Positas CCD

Mr. Fred Williams
Interim Chancellor
North Orange County Community College District

Mr. Christopher Tarman
Senior Dean of Research, Planning,
and Institutional Effectiveness
Grossmont Cuyamaca Community College District

Summary of the External Evaluation Report

INSTITUTION: West Los Angeles College

DATE OF VISIT: March 6 – March 10, 2016

TEAM CHAIR: Dr. Kindred Murillo

A team of thirteen professional educators (team) visited West Los Angeles College (WLAC) from March 6 through March 10, 2016, for the purpose of determining whether WLAC continues to meet Accreditation Standards, Eligibility Requirements and Accrediting Commission for Junior and Community Colleges (ACCJC) policies, and United States Department of Education (USDE) regulations.

The visiting team members prepared for the visit in advance by attending an all-day training session January 26, 2016, conducted by Commission personnel. The team also reviewed the Self Evaluation Report in Support of Reaffirmation of Accreditation 2016 (Self Evaluation), Quality Focus Essay, and Substantive Change Reports. Prior to the visit, team members provided written assessments of WLAC's Self Evaluation Report, reviewed the evidence, and identified areas for investigation during the campus visit. Before visiting WLAC, the team met and reviewed issues, concerns and needs for additional evidence.

Interviews with WLAC faculty, staff, committees, and leaders were scheduled Tuesday, March 8, 2016 through the afternoon of Wednesday, March 9, 2016. The team conducted two open forums to listen to interested stakeholders, as well as met with various governance groups, campus leadership, and faculty. Members of the evaluation team met with members of the Los Angeles Community College District (District) Governing Board (Board) and the District senior leadership team.

WLAC was organized and prepared for the visit. Above all, WLAC demonstrated a sincere effort to ensure continued quality education for the students and communities it serves. The entire WLAC community provided the visiting team with a welcoming and very accommodating environment. The team had access to evidence, faculty, staff, students, and committees. The WLAC community, District staff, and Board demonstrated their commitment to the accreditation process.

The entire team noted WLAC's commitment to students, collegiality, and collaboration. This collegial and cooperative atmosphere was palpable and struck the team as laying the groundwork for WLAC to become a very strong college in the areas of Career and Technical Education (CTE) and transfer.

Introduction

West Los Angeles College (WLAC) is one of nine colleges in the Los Angeles Community College District (LACCD). WLAC opened its doors in 1969 and continues to serve the communities of West Adams, the Crenshaw District, Baldwin Hills/Ladera, Culver City, Palms, Venice, Marina del Rey, Westchester, and west Los Angeles, as well as others. The communities served by WLAC range from economically depressed to affluent neighborhoods, as well as highly diverse in income, race, and culture.

WLAC's signature programs include its online educational programs, Dental Hygiene, Aviation Tech, Motion Picture Television Program (MPTP), Police Orientation and Preparation (POPP), Paralegal, and Computer Science Information Technology (CSIT). As one of the initial California Community Colleges Baccalaureate Pilot programs, the College will start a new baccalaureate degree in 2016 in Dental Hygiene. It is worthy of note that WLAC has built significant partnerships with the industries in its service area and surrounding territory. WLAC's efforts at ensuring successful workforce programs is evidenced in the College's performance on the California Community College Student Success Scorecard Career Technical Education Rate, which measures CTE degree and certificate completion within 6 years (40% to 48.9%)

WLAC has been undergoing major facilities transformation through the three general obligation bonds (bond) passed by LACCD. The College has four new buildings, a new parking structure, and a new entrance road. When the last bond is finished, WLAC will have an additional eight projects, basically transforming the campus.

WLAC joined Achieving the Dream (ATD) in 2011. This nationwide reform initiative is focused on improving community college success and closing achievement gaps. Through the integration of this initiative with the Student Success Committee, WLAC is focusing on improving communication with students' professional development and enhancing the tutoring program. WLAC was just recognized as an Achieving the Dream Leader College because of its work in the areas of improving persistence and decreasing gaps in persistence between Black, Latino, and low-income students; it was also recognized for improving the persistence of White and Asian students. It is also noteworthy that WLAC has implemented innovative and effective interventions to ensure student success, such as the "West Expressway" and an accelerated transfer pathway with Cal State Dominguez Hills. WLAC is demonstrating its commitment to using data for decision-making through increased training and resource allocation.

WLAC has grown from a fall student headcount of 3,282 students to an average of 10,243. The College has seen a significant increase in the Hispanic/Latino student participation since fall 2009 when the enrollment was 29.1% Hispanic/Latino. In fall 2014, the percentage had risen to 42.2% Hispanic/Latino. The College has also increased its percentage of traditional age students from 41.8% to 50.9%.

WLAC has undergone accreditation almost continuously for the past three years, and it shows. The college is working very hard to become highly proficient at institutional

effectiveness as demonstrated through the evidence found by the team, and the aspirational Quality Focus Essay.

Major Findings of the 2015 Evaluation Team

Commendations

District Commendations

District Commendation 1

The team commends the District for exemplary preparation and coordination of the accreditation visit for all nine colleges under the new accreditation standards.

District Commendation 2

The team commends the District for its commitment to professional development and improving the knowledge, skills, and abilities of its employees in support of student achievement.

District Commendation 3

The team commends the technology staff from the nine colleges and the District for their teamwork and collaboration in the areas of shared staff resources, development of standards, collaborative training opportunities and deployment of integrated systems resulting in effective and efficient use of technology resources to improve academic quality and institutional effectiveness.

District Commendation 4

The team commends the District for its substantial support of the internal audit function.

District Commendation 5

The team commends the District for its commitment to continuous quality improvement by building evaluation loops for all its services, decision-making processes, and institutional performance.

College Commendations

College Commendation 1

The team commends West Los Angeles College for broad publication of its mission to the campus community. Of note are the numerous art displays and posters that support the mission by showcasing students and programs that emphasize the transformative focus of the mission. In addition, WLAC routinely emails students, linking them to YouTube videos that profile successful students. WLAC should be commended for the work of the Digital Design Studio, which includes creation of these YouTube videos supporting student learning and enhancing achievement of the mission.

College Commendation 2

The team commends West Los Angeles College for building a support framework of resources to move the College into the next level of student learning outcome assessment (SOLA). This includes providing release time for a faculty SLOA Coordinator, stipends for facilitators, a half time SLOA researcher, and oversight of an academic dean. The Student Learning Outcomes and Assessment team provides college-wide support for implementation of a new management system to improve assessment and to increase department and college-wide dialogue for continuous quality improvement.

College Commendation 3

The team commends West Los Angeles College for earning the Achieving the Dream Leader College distinction for their commitment to closing achievement gaps. Since 2012, WLAC has maintained a data team focused on closing achievement gaps.

College Commendation 4

The team commends West Los Angeles College for developing 10 accelerated transfer pathway programs to guarantee acceptance into Cal State Dominguez Hills. The structured two-year curriculum (along with the boot camp and non-credit enhanced support courses) allows students to complete the Associate in Arts degrees while simultaneously fulfilling requirements for transfer to UC and CSU campuses.

College Commendation 5

The team commends West Los Angeles College for implementing the successful “West Expressway” program. This program is designed for students new to college and delivers various modules to offer information and assess college readiness. Each module is routinely evaluated for effectiveness and delivers personalized information, including the name and phone number of a student advocate dedicated to each new student. Incoming students are assessed for personal characteristics, such as “grit,” that may be indicators of college readiness. These results determine the immediacy and level of support that is then provided to each new student. This exceptionally innovative program has been successful in offering a seamless transition into the institution while providing short and long term support to aid in informed decision making and maximizing personal success.

College Commendation 6

The team commends West Los Angeles College for the continuous training and support through the Tech Fair program. The Tech Fair guides faculty in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning. The annual Tech Fair is also well attended by students, staff, and administrators.

College Commendation 7

The team commends West Los Angeles College for the Participatory Governance and Planning Handbook, which is a clear and helpful reference guide to the College's decision-making processes.

College Commendation 8

The team commends West Los Angeles College for the spirit of collegiality and mutual respect that was evidenced among all of the participants interviewed; the College's participatory governance system is palpable and invaluable. During a period of community college softening enrollments, WLAC's innovation and creativity has allowed the College to expand needed programs in its service area.

College Commendation 9

The team commends West Los Angeles College for its commitment to sincere dialogue and embracing the college mission and its commitment to equity. The College links equity to the mission through an authentic campus-wide ongoing discussion.

Recommendations for Compliance

District Recommendations

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. (Standard III.A.1)

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. (Standard III.A.5)

District Recommendation 3

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

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. (Standard III.C.3)

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. (Standard III.D.7)

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. (Standard III.D.12)

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. (Standard IV.C.3)

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. (Standard IV.C.7)

Recommendations to Improve Institutional Effectiveness

District Recommendations

District Recommendation 5

In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (Standard III.D.4)

District Recommendation 7

In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (Standard III.D.12)

District Recommendation 9

In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (Standard IV.A.5)

District Recommendation 12

In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (Standard IV.D.6)

College Recommendations

College Recommendation 1 – Institutional Mission and Effectiveness

In order to increase effectiveness, the team recommends West Los Angeles College adopt consistent practices that allow for routine evaluation of course-level data during the Program Review process. In addition, the College should regularly and widely distribute disaggregated course-level data by student demographic and mode of delivery to fully address effectiveness in individual courses. (Standard I.A.2, I.B.5)

College Recommendation 2 - Instructional Programs

In order to increase effectiveness, the team recommends West Los Angeles College implement a process to ensure that syllabi consistently and accurately contain student learning outcomes and that the outcomes reflect the approved student learning outcomes on the Course Outline of Record. (Standard II.A.3)

College Recommendation 3 – Instructional Programs

In order to increase effectiveness, the team recommends that: 1) West Los Angeles College should ensure that all distance education courses include a completed Distance Education Addendum with the Course Outline of Record; and 2) West Los Angeles College should implement a process to accurately address all objectives listed on the Course Outline of Record in the Distance Education Addendum to ensure rigor and quality are equivalent to face to face courses. (Standard II.A.7; ER 12)

College Recommendation 4

In order to increase effectiveness, the team recommends West Los Angeles College develop and implement a formal process for evaluating the administrative structure. (Standard IV.B.2)

Eligibility Requirements

Eligibility Requirement 1: Authority

West Los Angeles College is a member of the California Community College System and is authorized to provide educational programs by the California Education Code. The public two-year college was first granted accreditation in 1969 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges. The College's catalog states that WLAC is accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.

Eligibility Requirement 2: Operational Status

West Los Angeles College has been in continuous operation since 1969. A recent decline in enrollment is attributed to the budget crisis. Classes are offered during the day, in the evenings, on Saturdays, and in online and hybrid formats to full and part time students. All courses are listed in a schedule of classes as well as on the College's website. WLAC offers fee-based community service classes through the Westside Extension. Community education classes are published in a separate schedule.

Eligibility Requirement 3: Degrees

West Los Angeles College offers 65 Associate of Arts or Associate of Science degrees (including 18 Associate Degrees for Transfer) and 33 Certificates of Achievement. A Bachelor of Science Degree in Dental Hygiene is expected to begin being offered in fall 2016. From July 2014 to June 2015 the College awarded 401 associate degrees and 229 certificates. In 2013-14, WLAC transferred 169 students to California State Universities, 33 students to the University of California, and 65 students to private colleges. The current college catalog provides comprehensive information regarding degree and certificate options.

Eligibility Requirement 4: Chief Executive Officer

The interim chief executive officer of West Los Angeles College is president Robert Sprague; his primary responsibilities are to "provide effective leadership to complete the self evaluation process, balance the college budget, manage enrollment, and administer the Proposition A/AA and Measure J bond construction projects" (per Board Rule 9802) (Self Evaluation, 71). The interim president began serving in July 2015 when a search for a permanent president began. A job announcement was publicized in August 2015 with a goal of finding the right candidate by September 2015 and having the new president in place in October, according to a district press release. A permanent president has not yet been hired.

Eligibility Requirement 5: Financial Accountability

The District Office Accounting Office staff oversees District wide audits and is responsible for coordination of all site visits. The District also has a Central Financial Aid Unit that monitors and helps control the Perkins Loans default rates. The District has Perkins Loans outstanding (over 240 days in default) totaling \$1.8 million, but when compared to total loans outstanding for the District of \$270 million, the default rate is only approximately one percent of their outstanding principal. District staff continue to make collection calls to help reduce the default rates throughout the District. Discussion with staff revealed that the District is phasing out the Perkins Loan Program.

The Central Financial Aid Unit recently had a Perkins Loan Program site visit for Los Angeles Trade-Technical College by the U.S. Department of Education (USDE) to follow up on high default rates over the last three years. The final report has not been received, but at the exit interview it was noted that while the rates were high, the USDE auditors were pleased with the collection efforts. Other compliance issues existed, but none related to the default rate.

The District annually undergoes an external financial audit by a certified public accountant which is made available to the public. Evidence shows that the audits were completed and are available to review on the District's website. Reports were available for the years ending June 30, 2001 through 2015.

Four colleges had a Perkins Loan default rate exceeding 30 percent for three straight years: West Los Angeles, Los Angeles Harbor, Los Angeles Pierce, and Los Angeles Trade-Technical. The total principal outstanding on loans in default exceeding 240 days for those four colleges (as of February 12, 2015) was \$874,202. The District is phasing out of the Perkins Loan Program and is moving to the Direct Loan Program. The published default rates for the Direct Loan Program are only available through fiscal year 2012. Of the nine colleges, only one (Los Angeles Trade-Technical College) had a rate over 30 percent and had only been in the program for one year.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

West Los Angeles College has published information about current and past Accreditation Self Study Reports and related outcomes on the Accreditation web page. Additionally, instructions on third party comment were clearly articulated. No third party comments were received, and the College made every effort to respond to and resolve any additional concerns raised with the ACCJC.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within

each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The institution-set standards for programs and across the institution are relevant to guide self evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

West Los Angeles College established Institution Set Standards through their participatory governance process in March of 2014. This includes standards for course and program performance, CTE exam passage and job placement, and other key performance indicators in alignment with the mission and goals of both the College and District. There is a process for the distribution and analysis of this data through the governance structure as well as publically on the Research and Planning web page.

Credits, Program Length, and Tuition

Evaluation Items:

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition is consistent across degree programs (or there is a rational basis for any

program-specific tuition).

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Credit hour and program length policies and procedures at West Los Angeles College align with District Administrative Regulations E-113 covering credit hours and E-64 covering the approval process for new programs. The policies at both West Los Angeles College and the District adhere to relevant Department of Education and ACCJC expectations. Additionally, the practice of college curriculum decisions being reviewed and approved at the District level allows for further assurance that future changes will maintain alignment with these requirements.

Transfer Policies

Evaluation Items:

Transfer policies are appropriately disclosed to students and to the public.

Policies contain information about the criteria the institution uses to accept credits for transfer.

The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution

to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

In the West Los Angeles College Catalog, the College publishes clear guidelines on applying for and receiving credit for the transfer of courses from another regionally accredited institutions of higher education. District Administrative Regulations E-93 covering the transfer of General Education coursework and E-119 for upper-division coursework details specific instructions, and the information at the College is consistent with these policies.

Distance Education and Correspondence Education

Evaluation Items:

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does

not meet the Commission's requirements.

Narrative (add space as needed):

The LACCD Administrative Regulation E-89 policy defines and classifies a course as offered by distance education in alignment with USDE definitions. There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education and meets Title 5, Section 55206. Proposed or existing courses follow the curriculum approval procedures outlined in LACCD Administrative Regulations E-65.

The LACCD Administrative Regulation E-89 policy requires that “each section of the course which is delivered through distance education will include regular effective contact between instructor and students.” This policy is included in West LA College’s *Online Instructors’ Handbook*. Faculty who desire to have a course delivered as an online course must provide justification via an online addendum. The distance education addendum requires faculty to identify how online delivery is appropriate to the course along with how distance learning strategies will be used to help students achieve the course objectives.

The Distance Education Committee has developed an *Online Instructors’ Handbook* that includes all of the policies and procedures required for quality online course delivers. Faculty who wish to be assigned an online section of a course must complete an online teaching training course provided by *Etudes*. The College also subscribes to *Quality Matters*, which provides a framework for a peer review process to certify quality of online courses.

The LACCD Administrative Regulation E-89 policy requires authentication and verification of student identify through one or more of the following methods: a secure credentialing log-in and password; student access using a unique ID and password; or proctored examinations.

The LACCD and West Los Angeles College have a technology infrastructure that is sufficient to maintain and sustain the distance education offerings. The College currently uses *Etudes* as the learning management system for online and hybrid course. The College is planning to transition to *Canvas* over the next year. West Los Angeles College demonstrates compliance with the Commission Policy on *Distance Education and Correspondence Education*.

Student Complaints

Evaluation Items:

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be

indicative of the institution's noncompliance with any Accreditation Standards.

- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

West Los Angeles College's student complaint process has recently been updated to provide more clarity for students. The new complaint process is widely advertised on the website and in the college catalog. Conversations with Student Senate leaders indicate that students understand the process and have confidence that the college will follow the outlined procedures if a complaint is brought forth.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

West Los Angeles College provides detailed and accurate information on its programs and services in the College Catalog, Schedule of Classes, website, as well as a variety of other publications and marketing materials. The information on Accreditation status is well documented and publicized in accordance with ACCJC regulations. This also includes information on student complaints and methods of contacting the ACCJC and various professional accrediting or certifying organizations.

Title IV Compliance

Evaluation Items:

 X The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

 X The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

_____ The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

 X Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

 X The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

 X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

West Los Angeles College demonstrates compliance with four of the five items of the Title IV requirements. While the student loan default rates remain outside the acceptable range, as defined by the USDE, the District and College have taken appropriate steps to remedy this problem including the current move to eliminate the Perkins Loan program. The following evidence was provided in the Self-Evaluation Report (ER 5; II.B.4; III.B.4; III.D 5-7, 10, 14-16).

STANDARD I MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A – Mission

General Observations

West Los Angeles College has a mission that is currently aligned with that of the Los Angeles Community College District. The current Mission statement was approved via shared governance procedures and approved by the Board of Trustees in May, 2010. The mission statement focuses on “transformative” education and identifies five targeted groups: high school graduates, adult learners, up-skilling/re-training students, second language students, and lifelong learners. As expressed in the mission statement, the College is focused on student achievement and student learning. The mission statement is currently under review, as the College will now need to include baccalaureate education in its mission, as WLAC has been approved to offer a Bachelor’s degree in Dental Hygiene.

West Los Angeles College’s mission statement is the foundation for the Educational Master Plan (EMP). The Planning and Institutional Effectiveness (PIE) Committee evaluates the EMP each year, with specific data sets derived from a variety of sources. Annual program review provides an assessment of effective application of college mission and goals. Program review is the venue for new resource requests in support of various unit goals.

Findings and Evidence

The WLAC mission statement clearly defines the College’s educational purposes, its intended student population, and its commitment to student learning. (Standard 1.A)

WLAC indicates the mission statement captures the broad educational purposes of the College, to help students “earn certificates and degrees, to transfer, to build careers and to pursue life-long learning.” WLAC has a mission statement that is clearly defined and geared to the constituency it serves. The mission statement indicates the College has a commitment to and is highly focused on student achievement and student learning. The College does not explicitly indicate basic skills education as part of its mission statement. WLAC has made a conscious decision to not “label” specific populations of students, but rather meet them where they are regardless of their preparation and provide a transformative educational experience appropriate for their stage in the learning process. The mission is approved and published appropriately. (Standard 1.A.1; ER 6)

The WLAC constituencies use data to measure its success in meeting the College mission, and use the mission to guide decision-making and planning. Since joining Achieving the Dream, the College has focused its data review and analysis through the Educational Master Plan Workgroup and Data Team. Resource allocation is tied to program review, which asks units to address how the purpose of the division, program, or service aligns with the College mission. This process is highlighted in the “Program Review Handbook.” While the college

uses data through creating and issuing data packets each year, the team found that the process was sometimes inconsistent. (Standard I.A.2)

WLAC has aligned its programs and services with its mission through a planning and decision-making process that leads to effective student achievement and student learning. Through focusing their Institutional Learning Outcomes (ILOs) on a “transformative educational experience” and mapping to Program Student Learning Outcomes (PLOs) and Course Student Learning Outcomes, the College has laid a consistent foundation for dialogue in the various planning committees. A wide range of procedures for promoting dialogue around learning outcomes are discussed. For example, “Each academic division makes Senate presentations of how SLO assessment revealed needed changes.” In addition, many standing committees and workgroups incorporate the goal of facilitating the college mission and strategic plans into their committee charge. (Standard I.A.3)

The College articulates its mission widely and reviews it appropriately. The visiting found evidence (minutes) that Each year at the Leadership Retreat, the College constituencies reaffirm or revise the mission statement. This annual review provides appropriate review of the mission. This year’s Leadership Retreat will be held April 29, 2016. The Accreditation Steering Committee plans to bring forth a recommendation that the College mission statement be revised to incorporate the new baccalaureate degree in Dental Hygiene. (Standard I.A.4; ER 6)

Conclusion

The College meets the Standards and related Eligibility Requirements.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard IB – Assuring Academic Quality and Institutional Effectiveness

General Observations

West Los Angeles College demonstrated a genuine interest and commitment to promoting a “culture of assessment” and process evaluation among stakeholders. Routine dialogue regarding outcomes assessment appears in minutes from Academic Senate, PIE, Student Equity, Student Success, ATD, Professional Growth, and Distance Education (DE) committees. WLAC routinely assesses courses and maps results to program and institution level SLOs.

Student learning is addressed in a systematic fashion with a discussion of SLOs, PLOs, and ILOs along with their scheduled cycles of assessment. They also discuss outcomes in the form of job placement rates for selected CTE programs. ILO effectiveness is measured using survey results from graduates, student survey results from randomly selected course sections, and poster showcase ratings. This section also discusses the development of the College’s Educational Master Plan and shows evidence of a continuous dialogue to evaluate progress toward the goals, objectives, and actions.

The annual program review calendar is carefully developed to synchronize with the budget development calendar, so that planning may drive budgeting.

Ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes takes place within the College’s planning processes and through cross-committee dialogue during joint meetings.

Findings and Evidence

West Los Angeles College demonstrated how it conducts on-going dialogue about student learning and achievement through minutes of collegial consultation committees. The College engages in a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement. The SLO Committee is committed to professional development and leads routine workshops, summits, and symposia with academic divisions and individual faculty. The Planning and Institutional Effectiveness (PIE) Committee leads the college in setting and evaluating standards for student achievement. The Student Equity, Access, and Completion Committee was recently created from the Enrollment Management Committee to optimize college access and lead the completion agenda. Each academic division is required to meet with the Academic Senate twice per year to engage in dialogue regarding equity and student success. The Budget Committee and the PIE Committee meet jointly twice per year to evaluate the effectiveness of resource allocation and the planning and budget process. (Standard I.B.1)

WLAC defines and assesses student learning outcomes for all instructional programs and student and learning support services, except for the library services area. Course SLOs are defined for each course and are listed on class syllabi, but the College needs to be sure that these SLOs match those on the course outline of record addenda consistently. West Los Angeles College faculty assess all course level SLOs on a regular cycle. These course level SLOs are mapped to program SLOs and Institution SLOs. The College demonstrates an innovative approach to assessing Institutional SLOs. Institutional SLOs are assessed by a survey of graduates, a random class section survey, and a showcase of student posters addressing the ISLOs. The College's PIE committee connects assessment with budget decisions using a rubric that scores plans on key domains, including connection to mission, meeting legal requirements, focusing on reaching master plan goals, and innovating college operations and services. To aid in the tracking of SLO assessments and dialogue, the College is in the process of implementing TracDat software, and anticipates a roll out in spring 2017 dependent upon District timelines. (Standard I.B.2; ER 11)

WLAC has a well-defined and appropriate process for identifying institution-set standards (ISS) for student achievement that are relevant to the mission and publishes this information. The College has engaged in dialogue to establish the institution-set standards and has adopted additional standards beyond those required by the Accrediting Commission. The ISS are integrated into the College's strategic plan and annual planning process. In general, historic data were used to establish ISS, and stretch goals were identified from data in Program Review and in consultation with division chairs and Deans. ISS have been set based upon 10-year averages for successful course completion (60 percent), degrees awarded (330), certificates awarded (116), transfers (175), CTE license pass rates (90 percent), and CTE job placement (varies by program). Stretch goals are established after discussion with Department Chairs and other relevant groups. Standards and stretch goals have also been set at the program level. Student performance metrics are included in program review unit evaluations, and questions guide units to consider reasons for any noted underperformance. If a deficit is discovered, units then develop goals and action plans to address the deficit. Resource requests can be linked to action plans. (Standard I.B.3; ER 11)

WLAC uses assessment data and has institutional processes that support student learning and achievement. The College incorporates assessment data from SLOs, Program Review, Student and Employee Surveys, and placement testing to inform its processes and ensure that all efforts are aligned with the mission. (Standard I.B.4)

The College assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Data is disaggregated at the program type and mode of delivery level. In 2012, an online program review software, Institutional Effectiveness System (IES), was introduced, which contributed to increasing and sustaining a systematic approach to program review and linking planning and budgeting. IES is used to house data sets for program review and provide an electronic location for program review, integrated planning, and budget development.

The Office of Research and Planning (ORP) provides standard data sets for units to use in developing their Program Reviews. Significant amounts of disaggregated data are provided to the discipline level. There appears to be no routine data sets provided that address success and effectiveness at the course level. Individuals may request these data to include as needed. The Program Review cycle is synchronized to the Budget development cycle to allow planning to drive budgeting. All units complete annual Program Reviews that contains sections on evaluation and planning. Once completed, these Annual Plans are validated by area Chairs and Deans. After validation, Vice Presidents prioritize requests within their respective areas. Overall request prioritization is the responsibility of the PIE Committee. Rubrics have been developed to guide the prioritization at each level.

Once the prioritized list is confirmed by the Budget Committee, it is sent to College Council for review and final recommendation to the President. In consultation with the cabinet, the President determines fiscal year budget allocation for the College. If necessary, college Master Plans (Education, Technology, Facilities) are updated as a result of subsequent review and planning cycles. The College provided ample evidence that this review and planning model is being used to allow for continual improvement of programs and to drive the budget process. (Standard I.B.5)

It is abundantly clear that the College has a genuine commitment to closing achievement gaps and disaggregates and analyzes the learning outcomes and achieve for subpopulations of students. The College is very deliberate about disaggregating data to identify equity gaps. The Achieving the Dream project involved the college community in analyzing success data, identifying gaps, and developing solutions. In addition, the Assessment Subcommittee uses disaggregated data to validate cut scores and where students are not performing at expected rates, the Assessment Committee has revised cut scores as well as implementing multiple measures in the exams. WLAC is also participating in a pilot of the State Common Assessment Test. Institutional SLOs are evaluated via student poster sessions and student surveys. WLAC disaggregates these data to help identify achievement gaps. Course level SLOs and program SLOs are currently maintained by a “paper process” and are not easily disaggregated. To address this issue, WLAC has adopted TracDat and will now house all SLO assessment results within this program. TracDat will allow the generation of numerous reports from SLO results, including the disaggregation of data by student demographic characteristics. (Standard I.B.6)

WLAC regularly evaluates its policies and practices across all areas of the institution. Various shared governance committees evaluate college policies and procedures, as well as their own practices and policies in annual committee self evaluations. The College Council’s numerous standing committees conduct annual evaluations of practices. In addition, major committees (PIE and Budget) hold joint meetings twice per year to allow for rich discussion about the College’s integrated planning and budgeting model and to discuss policy changes. At its 2014 joint meeting, these committees identified the need for a Human Resources Master Plan and recommended its development to College Council. This was recommended to the President and is currently being produced. (Standard I.B.7)

WLAC widely communicates the results of assessment and evaluations to the campus community. The college posts all committee minutes on its website and produces many newsletters, reports, and announcements that are widely distributed throughout the campus community. Ample evidence was reviewed that shows the college is committed to transparent and open dialogue. (Standard I.B.8)

Ample evidence was reviewed to validate the College's engagement and commitment to integrated planning and resource allocation. The College has established a thorough process for planning, resource allocation, feedback, and assessment. A poor understanding of the Integrated Planning model was indicated in the Campus Climate Survey. Less than 50% of respondents indicated they understood the process. However, interviews with numerous staff showed a broad understanding of the process. The link between planning and resource allocation appears to be well known and clearly understood by the college community from students to staff to faculty to administrators. The exceptional collegiality noted in various committees seems evident in this process as well. Of particular note are the joint meetings that occur bi-annually between the PIE Committee and the Budget Committee. (Standard I.B.9)

Conclusion

West Los Angeles College meets the Standard.

Recommendations to Improve Quality

In order to increase effectiveness, it is recommended that the College adopt consistent practices that allow for routine evaluation of course-level data during Program Review process. In addition, the college should disaggregate the course level data by student demographic and mode of delivery to fully address effectiveness in individual courses. (Standard I.B.5)

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.C – Institutional Integrity

General Observations

WLAC demonstrates integrity in all policies, actions, and communications through appropriate documentation such as board policy citations, printed college materials and the college website. The information is presented in a clear and straight-forward manner with the intent of accurately informing the public about the College. Subsection 11 (Standard I.C.11) is not applicable to the College.

The Board has long-established policies on academic freedom, ethics, and freedom of speech to assure institutional and academic integrity. The District also has policies on standards of student conduct and prohibited practices such as discrimination and harassment that include elements of academic freedom. A noteworthy practice is the existence of a committee of the Academic Senate on Professional Ethics and Academic Freedom which is charged with “regulating the ethical conduct of faculty and issues of academic freedom.”

The Los Angeles Community College District has well-developed Board Rules that promote academic honesty, responsibility, and academic integrity that *ensure a faculty’s right to teach and a student’s right to learn*. These Board policies are posted on the District and college websites. Board Rule 9803 requires that the college president annually publicize the Standards of Conduct. The District also has a comprehensive policy on student discipline that delineates the process for student due process in the event of a violation of the student code of conduct. This information is available to students in the college catalogs as well as online via the college websites.

Findings and Evidence

WLAC communicates accurate and clear information about its mission statement, learning outcomes, educational programs, and student support services. This information is posted in the catalog, schedule of classes, and website. Information about accreditation status can be found in the catalog and online. Updates are routinely processed online. It is noteworthy that the catalog contains a recommended course sequence for every degree. The visiting team verified the College appropriately posts information regarding the status of accreditation (Standard I.C.1; ER 20)

The College’s catalog is published every other year, and updates are made online as needed. As CurricuNET is implemented, changes to curriculum will automatically populate the catalog and align with the college schedule. The team noted that the catalog is a two-year catalog as this could introduce potential issues and problems around “catalog rights” for students. The catalog also informs students of course tuition and fees. Textbook and instruction materials costs are available in the College Bookstore. (Standard I.C.2, I.C.6)

Student learning is posted through WLAC's Student Success Dashboard, District-wide college effectiveness reports, and the Annual College Profile. The College's Student Success/Achieving the Dream (ATD) Committee has maintained a Data Team since 2012. WLAC demonstrated it is committed to using data to inform policy and practices to improve student success and close achievement gaps. In fact, the College earned Achieving the Dream Leader College distinction. (Standard I.C.3; ER 19)

Purpose, content, course requirements and expected learning outcomes for all certificates and degrees are clearly outlined in the catalog. This part of the catalog is clear, informative, and very well organized. (Standard I.C.4)

The Office of Research and Planning (ORP) regularly reviews the representations of the mission and major plans and updates websites as needed. In addition, the ORP updates and uses the shared governance process to obtain, review, and approve of the Governance Handbook and Program Review Handbook. As policies are adopted or revised, they are added to the next editions of the handbooks. Routine meetings occur between committees and groups (e.g. Joint PIE/Budget Committee meetings) to review institutional policies, procedures, and publications to assure integrity in all representation of its mission, programs, and services. Evaluation of processes and procedures occurs during these joint meetings, and WLAC is in the process of streamlining these processes. (Standard I.C.5)

WLAC's catalog, bookstore, and website accurately inform current and prospective students of the total cost of education, including tuition, fees, and other required expenses, such as textbooks and other instructional materials. (Standard I.C.6)

The Board's policy on academic freedom specifies the faculty's right to teach and the student's right to learn. The colleges widely publish their commitment to a learning environment that promotes free expression of thought and ideas in the college catalogs and some include it in the class schedule. The District's faculty contract (AFT) specifies that faculty shall have the *freedom to seek the truth and guarantee freedom of learning for students*. The faculty contract also outlines the policies and procedures for protection of academic freedom. (Standard I.C.7; ER 13)

The Los Angeles Community College District demonstrates a clear commitment to academic integrity and personal responsibility. The District has established, and routinely publishes, Board policies and administrative regulations that promote honesty, responsibility, and academic integrity that apply to all constituencies, including students taking online classes (Board Rules 9803-9806 and 91101). Policies include definitions of, and expectations for, honest and ethical behavior. The District has a student code of conduct which includes academic honesty. The District also has policies and procedures for addressing student discipline and complaints. These policies and procedures are communicated to students in college catalogs and on the District and college websites. In accordance with Board Rule 6703.10, faculty members are required to include an expectation of academic integrity for students in their class syllabi. (Standard I.C.8)

WLAC's statement of "Our Values" and ISLOs hold faculty and students alike to the highest standards of ethics, integrity, honesty, and fairness as well as promoting critical thinking. WLAC indicates that all College employees adhere to a code of professional ethics defined in Board Rule 1204. The Board Rule indicates that the District expects all employees to behave in an honest, fair and appropriate manner to enable the District to meet its mission. In addition to the board rules, the Academic Senate has adopted a Statement on Faculty Professional Standards. The Classified Employees handbook directly addresses standards of conduct and employee discipline. (Standard I.C.8, I.C.9, I.C.10, III.A.13)

WLAC maintains compliance with Commission ERs, Standards, policies, guidelines, institutional reporting, team visits, and substantive change requirements and does so in a timely fashion. WLAC's accredited status is appropriately displayed on the college website and in printed materials such as the college catalog. In addition, the College demonstrates honesty and integrity in all its dealings with external agencies (e.g. Commission on Dental Accreditation) (Standard I.C.12, I.C.13; ER 21)

WLAC ensures that its commitment to high quality education, student achievement and student learning are the priority. The College demonstrated it does not generate financial returns for investors or contribute financially to any related or parent organization. (Standard I.C.14)

Conclusion

West Los Angeles College meets this Standard.

Recommendations

None.

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II. A – Instructional Programs

General Observations

West Los Angeles College offers instructional programs aligned with its mission. WLAC offers 33 Certificates of Achievement and 65 associate degrees (including 18 Associate Degrees for Transfer). Overall, the institution assesses educational quality through methods accepted in higher education and has demonstrated its commitment to educational quality and institutional effectiveness through the focus and emphasis to improvement through the Quality Focus Essay.

Findings and Evidence

WLAC's instructional offerings, regardless of location or means of delivery, including distance education, are aligned to the College's mission, which focuses on students earning certificates, degrees, transfer, career technical education, and to pursue lifelong learning. All instructional programs are in line with the College's mission and are appropriate for higher education. The wide variety of programs offered meets the needs of the diverse student population and community needs as noted in the college's mission "a diverse learning community dedicated to student success...through quality instruction and supportive services." (Standard II.A.1; ER 9, ER11)

Systematic evaluation of instructional programs and services occurs through the College's curriculum approval process, program review, outcomes and assessment and are aligned to the mission of the college to support student success. Faculty at WLAC regularly review and improve course and program curriculum and methods of instruction to meet current standards of rigor and professionalism in academic fields. Curriculum review of courses occurs at least once every six years and career technical programs are evaluated every two years. Departments are notified of courses to be reviewed and updated by program faculty through the planning and review process. The district's electronic Curriculum Development System makes course outlines of records publically available. (Standard II.A.2)

Student learning outcomes assessment for courses and programs are the same for face to face instruction and distance education offerings. WLAC has identified and regularly assesses learning outcomes for courses, programs, certificates and degrees reporting directly through the program review process. Individual faculty can choose the tool to assess the student learning outcomes for their courses. Outcomes have been developed by faculty expertise within the program. In the annual program review, department faculty evaluate the student learning outcomes process and document changes and requests that have resulted from assessment. Although program outcomes have been identified and mapped from course outcomes, there is not currently a process of aggregating the data and using it for improvement of teaching and student learning. WLAC will be able to address the program outcome aggregated data and analysis once the college implements a robust data management system that is currently in process. (Standard II.A.3)

WLAC's participation in course student learning outcomes assessment appears to have a continuing downward trend, as evidenced by the Student Learning Outcome Assessment results tabulated. In response to the downward trend the college has appropriately responded by revising the assessment process and putting significant resources and time into the learning outcome assessment process. The team found evidence the college met the Standard, but also believe the improvements of the Quality Focus Essay will improve this area significantly. (Standard II.A.3)

WLAC course outlines of record include student learning outcomes. Faculty post course syllabi on WLAC's website that include outcomes, although many courses did not reflect the same outcomes as posted on the course outline of record addendum. (Standard II.A.3)

WLAC offers basic skills courses in English and Math, and provided evidence that the college distinguishes the pre-collegiate curriculum from college-level curriculum. These pre-collegiate courses to college-level sequences are published in the schedule of classes and the college catalog. Information found in the schedule and catalog clearly maps the course pathways to advance and course work to support student progression to college-level curriculum. WLAC joined the Achieving the Dream network, and basic skills courses have interventions, which include enhanced tutoring and supplemental instruction for students. The English department has implemented an accelerated English program so students can progress directly from two levels below College English to College English in one semester. (Standard II.A.4)

WLAC demonstrated that its degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, and course sequencing. The Curriculum Committee, Academic Senate, LACCD Board of Trustees and the California Community Colleges Chancellor's Office approve degrees to ensure compliance with American Higher Education Standards. The Curriculum Committee oversees periodic updates to courses to ensure that programs are sufficiently broad, deep and rigorous. WLAC's faculty members have developed degree and program pathways to ensure that students can complete degrees within appropriate timeframes. For students who follow the recommended pathways, time to degree completion varies depending on the total units required for the degree. Associate Degrees for Transfer are a maximum 60 units and can be completed in two years. Associate of Science in Aviation Maintenance Technology requires 90 units and takes approximately three years to complete. (Standard II.A.5; ER12)

WLAC schedules courses to allow students to complete certificates and degrees in a reasonable period of time; faculty have developed recommended course sequences, or pathways, for degrees and certificates. The 2014-2016 College Catalog contains recommended sequences of required major courses and general education to support degree completion in a reasonable time, two to three years. Beginning fall 2016, 10 degrees have been identified to be part of the Accelerated Pathways Program, which allows students to obtain an ADT in two years with a guarantee transfer to California State University Dominguez Hills. (Standard II.A.6; ER9)

A review of a broad sample of course outlines confirmed that WLAC faculty members use multiple methods for delivering course content to meet the diverse learning needs of the College's students; this is evidenced by addenda attached to the course outlines of record, which define methods to meet the course objectives. However, the team found that a sampling of courses currently being offered reveals that some did not have a distance education addendum attached to the course outline of record. After reviewing existing distance education addenda, some do not address all course objectives.

The Curriculum Committee, made up of faculty representatives, approves the teaching methodologies for each course. Through the Office of Teaching and Learning, the College has supported the investigation of effective teaching methodologies by supporting faculty and staff through professional development opportunities. The Multimedia Specialist assists faculty in developing and improving online and hybrid courses. (Standard II.A.7)

WLAC offers student support through sections of the Online Student Success Lab, the Learning Resource Center, and a dedicated writing lab offered onsite and online to all students. The College also offers multiple targeted programs for students from underserved populations. (Standard II.A.7)

WLAC validates the effectiveness of department-wide course and/or program examinations where required. The mathematics division creates its own department-wide final exams for each course below transfer level. Through the revision of each exam every semester, the department validates these exams as being an accurate measure of student knowledge. (Standard II.A.8)

WLAC awards credit for courses, degrees and certificates using standards that are generally accepted for degree-granting institutions of higher education and are compliant with institutional and regulatory policies and procedures. Units of credit are based on the attainment of course objectives and outcomes, both of which are listed on the course outline of record. Course and program unit requirements are also published in the College's catalog. (Standard II.A.9; ER10)

WLAC publishes policies related to transfer of credit in the catalog. The College utilizes a variety of online databases to ensure that course articulation occurs and students can transfer to and from WLAC and receive proper credit towards degree completion. WLAC has articulation agreements with several local and online four-year colleges; the College has developed a variety of degrees that articulate with the local CSU. (Standard II.A.10; ER 10)

WLAC has aligned existing institutional student learning outcomes with the required learning outcome areas of the Standard, including Information Competency, ethical reasoning, and the ability to engage diverse perspectives. WLAC uses a mapping process as the primary method of evaluating assessment of institutional student learning outcomes. However, there is no evidence that shows how the mapping is used to provide program student learning outcomes or institutional student learning outcomes assessment and evaluation. WLAC does use additional methods to evaluate institutional student learning outcomes, as evidenced by the Poster Showcase and student survey. (Standard II.A.11)

WLAC's local degree general education pattern consists, in fact, of two patterns: Plan A, which is 30 units, and Plan B, which is 18 units. The 2014-2016 Catalog documents which general education (GE) pattern is required for each degree listed in the catalog. Both patterns were developed by faculty and applied district wide. Also included in the catalog are CSU and UC general education requirements. (Standard II.A.12; ER 12)

LACCD board Rule 6100 states that courses are "designed to meet the needs of students in the freshman and sophomore years of college." General education courses cover the broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Faculty have developed general education student learning outcomes. (Standard II.A.12; ER 12)

WLAC offers degrees that align with state regulations and include a minimum of 60 units, with a minimum of 18 units in a major or focused area of study and general education. The faculty have developed program learning outcomes for all programs. The catalog lists the degree programs along with program learning outcomes. WLAC has general education learning outcomes that are aligned with the institutional learning outcomes. (Standard II.A.13)

Career Technical Programs at the West Los Angeles College provide pathways to employment in a variety of occupations. All career technical education programs conduct a program review annually. Programs have advisory committees that help to assure the relevance of each program. Data on external licensures examination pass rates indicate high success for exams given by agencies that provide examination results data. Gainful employment data is available to students on WLAC's website. (Standard II.A.14)

WLAC follows a defined viability process that is outlined in LACCD Board Rule 6803. Program reviews are validated by administrative review, and if program data, such as enrollment trends, full time equivalent students (FTES), technology issues, labor market demand or full time equivalent faculty (FTEF) trends suggest a program may no longer be relevant, the program is submitted to the Academic Senate for Program Viability Review. The Educational Policies and Standards Committee, a subcommittee of the Academic Senate, reviews pertinent data sources and makes recommendations to the Academic Senate. These recommendations may include program continuance with changes in course scheduling, sequencing, and total completion time in order that students can finish degree and certificate requirements in a timely manner. If a program is recommended for discontinuance, course substitution is the primary mechanism for students to complete the degree or certificate in a timely manner. (Standard II.A.15)

Program review and course SLO assessment are the primary processes for evaluating and improving the quality of instruction. Program reviews are completed each year, with the following topic areas included for the instructional programs: Purpose; Enrollment Trends; Students and Student Success (including review of degree and certificate trends, demographic trends, equity gaps and success comparisons); Staffing Trends; Functions and Services; Survey Trends; Curriculum (including updating course outlines and evaluating

course sequences and curricular impact); Departmental Engagement; Professional Development; and Facilities. Program reviews are validated by administrative review, with recommendations for planning and resource allocation. (Standard II.A.16)

Courses are reviewed and updated every six years; CTE courses are reviewed every two years. Academic Affairs tracks course outlines to assure they are updated per the required schedule, and the Curriculum Committee Co-Chairs work with faculty to update courses as needed. Course student learning outcomes are assessed every four years, with two assessments completed during the cycle. Student learning outcome assessment and discussion are embedded in program review. (Standard II.A.16)

WLAC regularly evaluates and improves the quality of instructional programs through the annual Program Review process. While it took the team some extra effort to find evidence on Program Review (examples of completed program review documents were not readily accessible due to the fact that the program review software is internal and requires approved access), after viewing demonstrations of the software, the team found the College's Program Review process to be consistent and completed on a regular cycle. The College has identified the need for some improvements in this area through the Quality Focus Survey. (Standard I.A.2, II.A.16)

Westside Extension not-for-credit courses titles and descriptions are submitted and approved by the LACCD Board. Not-for-credit courses have student learning outcomes identified, and these are evaluated by examination and/or participant surveys. Results are reviewed and plans for improvements are implemented. (Standard II.A.16)

Conclusion

West Los Angeles College meets the Standards and related Eligibility Requirements.

College Recommendation 3 – Instructional Programs

In order to increase effectiveness, the team recommends that: 1) West Los Angeles College should ensure that all distance education courses include a completed Distance Education Addendum with the Course Outline of Record; and 2) West Los Angeles College should implement a process to accurately address all objectives listed on the Course Outline of Record in the Distance Education Addendum to ensure rigor and quality are equivalent to face to face courses. (Standard II.A.2, II.A.5, II.A.7; ER 12)

STANDARD II STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II. B – Library and Learning Support Services

General Observations

The West Los Angeles College Library and Learning Center provides a wide array of resources, including collections, study spaces, technology, labs, credit courses, workshops, and assistance, to support the academic success of students. The Heldman Learning Resource Center, which houses the library and learning center, is open 58 hours per week. In addition, both the Library and Learning Center offer many online services, which are available to students when the building is closed. Reference assistance is available 24/7 through QuestionPoint chat service. Dozens of databases and 100,000 electronic books (ebooks) are also accessible online to students. Online tutoring is available through the tutorial services Online Writing Lab (OWL). (Standard II.B.1; ER17)

The Library's collection includes 67,000 print titles, reference and reserve books, periodicals, and multimedia. Librarians assist students with research strategies individually and in class orientations, while library circulation staff checkout books and reserve materials, and Instructional Media Services checks out multimedia to support the learning needs of students. The Learning Center includes tutorial services, a writing lab, and a language lab. The Learning Center uses NETRACK to monitor usage, and PLATO software provides self-paced modules in English and math. Over 200 computers are available throughout the four floors of the Heldman Learning Resource Center. (Standard II.B.1; ER17)

The Distance Learning (DL) office and the Digital Design Studio (DDS) are also located in the Learning Center. The DL staff support students and faculty in distance education courses, and the DDS provides instructional video production for students and faculty. (Standard II.B.1; ER17)

Findings and Evidence

The Library's mission to provide access to appropriate educational content and resources in a variety of formats, to advance information competency across the curriculum, and to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values aligns with the College's mission of providing students with a transformative educational experience. The Library and Learning Center support student learning and achievement by offering sufficient open hours; providing trained and helpful librarians, technicians, instructors, and instructional support staff; and offering abundant technology and rich collections of print and electronic resources. (Standard II.B.1; ER17)

The Library and Learning Center support the needs of students regardless of location or means of delivery, including students enrolled in distance education and correspondence education. The Library subscribes to dozens of databases that are accessible through the

college website and that support student learning in all disciplines. While some support databases serve specific program needs, such as dental hygiene, which will be offering a bachelor's degree soon, others are multidisciplinary databases supporting many college disciplines. Database subscriptions include Artstor, CQ Researcher, EBSCOhost (many databases), Facts on File, Films on Demand, Gale Virtual Reference Library, JStor, LexisNexis, Oxford English Dictionary, ProjectMuse, ProQuest (newspapers, business, statistics, psychology), PubMed, WestLaw, and others. The Library also provides 24/7 reference assistance through its participation in QuestionPoint chat service. The Learning Center supports online students and those working at a distance through its Online Writing Lab. (Standard II.B.1; ER17)

The Library's collection development policy guides purchase and withdrawal decisions supplemented by faculty recommendations for library purchases. A librarian participates on the Curriculum Committee and reviews course outlines of record for needed equipment and materials. (Standard II.B.1; ER17)

The Library's 2014-15 program review cites a 2013 Climate Review Survey in which 48% of the responders rated the Library's collections as sufficient in quantity. Forty nine percent rated the collection as sufficient in quality. The Library and computer lab received the highest satisfaction rankings for college services in this survey, with ratings at 63.6% and 58.1%. (Standard II.B.1; ER17)

A Library Faculty Satisfaction Survey is also referred to in the program review. That survey found that 95% of the faculty member were satisfied with the Library's online services. Sixty five percent of those responding to the survey rated the print and media resources from good to excellent. (Standard II.B.1; ER17)

Grants fund new items that are recommended by CTE advisory committees, and the college Budget Committee recommended the allocation of all Proposition 20 Lottery funds towards purchase of library instructional materials through 2019-20. (Standard II.B.1; ER17)

Tutoring services are available in the Learning Center and online. The College provides tutorial support for English, math, and general subjects. The College also provides supplemental instruction (SI). The Learning Center uses PLATO software, which provides self-paced modules for students in English and math classes. The Learning Center offers many workshops, learning skills classes, and a writing center. The College uses NETTRACK to track student usage of the Learning Center services, including tutoring. (Standard II.B.1; ER17)

The Library has over 200 computers. Instructional assistants provide information technology support on the first floor Learning Center and the fourth floor Distance Education office. Both students and faculty can obtain assistance for distance education courses in person, by telephone, and online. (Standard II.B.1; ER17)

Research workshops are offered by the librarians for students; and faculty can request library orientations for their classes. A Library Student Satisfaction Survey was conducted in fall

2013. Fifty four surveys were collected and the results compiled. Of those responding, 69.2% said they used the Library three or more times per week. Eighty four percent said the Library had the books they needed, and 82% said the Library had recent books on the topic they were researching. In the other questions about library resources the Library and library resources were also rated highly. (Standard II.B.1; ER17)

The evidence reviewed demonstrates that the Library and learning support services are sufficient in quantity, currency, depth, and variety to support college programs and regardless of location or means of delivery. (Standard II.B.1; ER17)

West Los Angeles College Library and Learning Center selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. The Library has 80 computers on the first floor and about 121 on the second floor. Registered students have access to computers, and staff members are available to assist students. Computers in the Learning Center were recently updated through block grant funding. (Standard II.B.2)

Instructional Media Services is located in the Library. Through this service, faculty can request equipment and media for classroom use. If instructors need projectors or laptops brought to their classrooms, they can request these through Instructional Media Services. (Standard II.B.2)

The Learning Center also features a digital design studio (DDS). The DDS offers tablets, filming equipment, and a sound proof studio for instructional video production. The DDS supports the multimedia needs of instructors to enrich and enhance student learning, including distance learning courses. (Standard II.B.2)

The Library and learning support services evaluate their services through surveys and data analysis. Post-library workshop and instructional session surveys are one type of survey that the Library utilizes. These surveys are administered when time allows, and the results are tabulated. (Standard II.B.3)

The Library and Learning Center also participate in program review. In the Library's 2014-15 program review, there is mention of increased staffing needs and the need for a larger room to accommodate student library orientations. (Standard II.B.3) In the program review for tutorial services, the data shows significant improvements in the success rates for students receiving tutoring in elementary and intermediate algebra. (Standard II.B.3)

Library faculty members assess SLOs for library science courses. The evidence shows one course SLO assessment conducted in fall 2014. In the assessment, 78% of the students achieved the desired target of 70%. The instructor included two ideas for improving student performance in the future. (Standard II.B.3)

WLAC Library and learning support services have not yet defined and assessed Service Area Outcomes (SAOs). These are currently under development and should be completed in

spring 2016. A draft of library SAOs is to be reviewed by the Library and Learning Center division at their next meeting. (Standard II.B.3)

The Library has several contractual agreements. WLAC Library, along with the other district college libraries, have contracts with SIRSI, an integrated library system, and the Community College League's consortium for subscription databases. The databases feature a secure log-in system for off campus access and usage statistics. The College is studying other library systems (ExLibris, OCLC WMS, etc.). Statistics verify that the Library's subscription databases are heavily used, and both faculty and staff report a high degree of satisfaction with these electronic resources on library surveys. (Standard II.B.4; ER17)

Conclusion

WLAC provides a wide range of library and learning support services to support student success and the teaching and learning needs of faculty and students. Although the library and learning center have not yet defined and assessed SAOs, they have evaluated some services through surveys and other measures. Based on the evidence provided, the institution meets Standard II.B.

Recommendations for Compliance

None

Recommendations for Improvement

In order to increase effectiveness, it is recommended that WLAC define and regularly assess service area outcomes (SAOs) for the Library and learning support services to ensure their adequacy and effectiveness. (Standard II.B.3)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II. C – Student Support Programs:

General Observations

West Los Angeles College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. The Student Services division works well with other campus areas to ensure students are appropriately prepared to begin classes and provide expansive support while enrolled. The College's Student Services division continues to remove barriers to enrollment and provide expansive support for enrolled students. Continuous improvement is occurring as a result of the structured evaluation and program review cycle that is currently in place. (Standard II.C)

The Student Services division excels in completion of the annual program review process that occurs each fall. Development, implementation, and assessment of Student Learning Outcomes (SLOs) and delivery of information has proven effective in reaching students about services available. All areas have SLOs or Service Area Outcomes (SAOs) identified and have gone through a process to assess and identify opportunities to improve programs and services. There is a genuine effort to make the SLOs and the student survey process meaningful and to use those outcomes in the existing planning procedures while creating an effective program review and evaluation structure. (Standard II.C)

The District has adopted, and the colleges adhere to, admission policies that are consistent with the mission and specify the qualifications of students appropriate for its programs. These policies are published in catalogs and class schedules, and are available on websites. In addition, academic programs that have special admission/selection processes, such as nursing and radiologic technology, include this information in program applications and on the website.

The District and colleges have high standards for the confidentiality, maintenance, release, and destruction of student records. District policies and practices have been developed in accordance with state and federal law and are strictly followed. There are a number of safeguards in place to protect the confidentiality of student records, including the following: requiring photo identification to access records information in person, nightly back up of the databases, adherence to a records classification and destruction system, and restricting access through the use of controlled passwords that are automatically changed every 90 days.

Findings and Evidence

West Los Angeles College is committed to meeting the needs of its service area, and a concerted effort exists to encourage access and equity within its diverse student population. Evidence indicates that all required services are available to students either in person or through online support functions. There is evidence that the College is meeting its mission: “to provide a transformative educational experience.” Although delivery methods vary, the College has committed to providing student support regardless of location. WLAC uses technology to deliver quality student support services as appropriate. (Standard II.C.1, II.C.3)

The support needs of students are determined through various means that include conducting surveys, analyzing departmental data, and participating in self-reflective dialogue. WLAC evaluates student support services through a systematic and annual program review process. The College has a program review cycle that is connected to its mission and informed by data to make decisions to improve programs. The process includes campus dialogue, and evidence demonstrates that the unit plans are created with input from all stakeholders. (Standard II.C.2)

WLAC offers several co-curricular programs through performing arts, the Annual Student Poster Showcase, language arts, and the STEM Scholar program. The Athletic Department offers ten intercollegiate sports that match the requests of the students served. Incoming students are surveyed about their athletic interests, and revenue requests are incorporated into the program review process. The College is in good standing with the California Community College Athletic Association (CCCAA). All co-curricular and athletic programs are locally controlled, connect to the institution’s mission, and contribute to the social and cultural experience to enrolled students. (Standard II.C.4)

Services available to students include: career counseling, educational planning, navigating the college environment, transfer information and referrals to other support services that may benefit a student. The Counseling Department relies on technology, use of faculty advisors, and the inherent creative problem-solving skills of support employees to maximize services available to students. Counseling and advising services are available in person or online. WLAC has leveraged many of the Student Support and Success Plan (SSSP) and Student Equity mandates to provide comprehensive and timely information to students to assist informed decision making. (Standard II.C.5.)

The District has admissions policies consistent with its mission and state regulations. These policies include special admission of part- and full-time K-12 students, F-1 students, noncitizens, and persons who do not possess a high school diploma or equivalent. The colleges all adhere to these policies when admitting students. These policies are published in catalogs and class schedules, as well as being available on websites. The colleges also have developed and adhere to admission criteria for specific

academic programs, such as nursing and radiologic technology. These criteria are published on departmental websites as well as in college catalogs.

All the colleges advise students on the pathways to complete degrees, certificates and transfer goals in various ways. While all the colleges rely primarily on counselors to advise students on these pathways, other resources are relied upon, including transfer and career centers and a number of support services and programs such as First Year Experience, Honors, Puente, and MESA (Mathematics, Engineering, Science Achievement).

The information on degree, certificate, and transfer programs is published in the college catalogs and various websites. There is no District involvement in developing, publishing, or advising students on degree, certificate, or transfer pathways. (Standard II.C.6)

West Los Angeles College is an open access institution to anyone who is either a high school student or who is over 18 years old. WLAC conveys that admission policy through board policy and catalog information and on application material. Once a student is admitted, the College suggests course pathways for specific majors. The innovative “West Expressway” service for new students offers orientation, placement services and options, and financial aid advice. All students who wish to maintain priority enrollment must receive a comprehensive educational plan prior to earning 15 units. (Standard II.C.6; ER16)

WLAC uses placement instruments approved and validated by the California Community College Chancellor’s Office. The assessment work group addresses validity and reliability as well as potential bias. Although the College now uses the ACT Compass instrument, it is planning to transition to Accuplacer during the 2015-2016 academic year. Although the Chancellor’s Office evaluates the placement instrument, the College ultimately uses multiple measures for course placement, with test scores being one indicator of potential performance. The Assessment Center is accessible to students by appointments that can be made online. (Standard II.C.7).

The District’s Student Information System, DEC, maintains student academic and registration records for all nine campuses. Access to student databases are password protected and have varying levels of viewer access depending on job responsibility. The institution still has some paper records prior to 1974 that are kept in a locked and secure facility with limited access only to certain approved employees. The institution publishes and follows established policies for the release of student records. (Standard II.C.8.)

The Los Angeles Community College District has policies in place for the maintenance and destruction of confidential student records in accordance with state and federal law. The colleges do not use social security numbers (SSN) as the key to records; students are assigned student identification numbers. Electronic records are stored securely in the District student information system, and files are routinely backed up and stored off site. Access to confidential student records by employees is controlled through security where

users are assigned passwords based upon their job classification and approval of their supervisor. The District general counsel provides workshops on the confidentiality, security, and maintenance of student records for admissions and records staff. Students can access their electronic records online. Access to student records in person requires a picture identification from the student.

Various paper records are maintained on the campuses in locked files, with access controlled by the supervisor of that office. Some paper records are scanned (imaged) into an online database (product varies by college) and stored on a protected server. The information on the servers is backed up locally and is the responsibility of the colleges. The student health centers comply with the Health Insurance Portability and Accountability Act (HIPPA) and maintain records in an electronic records system via a contracted service.

The District has a policy for classification of records in accordance with state law as well as destruction of student records based upon the classification system. The colleges publish and follow policies for release of confidential student records that align with current federal and state law. The security and maintenance of student records is a shared responsibility between the District and colleges, with the District having primary responsibility for the records in the Student Information System (DEC). (Standard II.C.8)

Conclusion

The District meets the Standard. The District and colleges have high standards for the confidentiality, maintenance, release, and destruction of student records that adhere to state and federal law. Staff receives training on the confidentiality of student records, and passwords are routinely changed every 90 days. The databases are backed up nightly and stored in an off-campus location. The campuses also have local databases that store student records. These databases are backed up, although the storage varies.

Recommendations

None

STANDARD III RESOURCES

Standard III. A – Human Resources

General Observations

The human resources function at Los Angeles Community College District (LACCD) includes both a Human Resource (HR) Division and a Personnel Commission (PC). While both entities are co-located in the District's Educational Services Center (ESC) office building, the authorities and functions are separate. These two entities provide comprehensive human resource services in support of LACCD's employment practices and in adherence to adopted hiring policies to meet the instructional and support needs of the colleges and District.

LACCD's classified staff employment processes are administered by the PC, an autonomously governed merit system organization. The PC is responsible for recruitment and testing for classified staff and management vacancies, audit of assignments, and classification for support staff. The PC also acts as the hearing panel in disciplinary hearing matters affecting classified employees.

The HR Division has oversight for employment operations, employee relations, and professional development activities for faculty, management, and classified employees. The hiring of tenure-track faculty and management personnel is overseen by District Office HR personnel. The hiring process for adjunct faculty is decentralized to the individual colleges, with final qualification and eligibility determinations made by the HR Division.

All personnel are evaluated, and faculty and academic administrator evaluations include a component of the use of assessments of student learning outcomes to improve teaching and learning. West Los Angeles College has a sufficient number of administrators, faculty, and staff to support the mission of the college. Extensive opportunities for professional development are provided and support the institutional mission. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. The College has a written code of professional ethics for all of its personnel with consequences for violation. Security and confidentiality of personnel records is maintained, and each employee has access to his or her personnel records.

Findings and Evidence

The LACCD Board of Trustees, in its role as the governing authority, establishes policies pertaining to the faculty, staff, and administrators employed by the District. These policies, procedures, and related supporting documentation are found on the District's website. The District's HR Division and PC are responsible for the oversight in the hiring of qualified

personnel to serve its nine colleges and central District support services, including the selection, evaluation, and monitoring processes within the LACCD. District guidelines provide consistency in the development, definition, and establishment of hiring policies and processes for administrators, full-time faculty, and classified staff. Job descriptions for full-time/regular positions reflect the duties, responsibilities, and authority in support of mission and goals for the college and the District. The District functional map identifies this Standard as a shared function between the District and College.

Due to the dynamic staffing needs encountered at the college level, decentralization of the recruitment and selection process for part-time/adjunct faculty was implemented. The District's HR Department verifies the qualifications of recommended part-time/adjunct faculty prior to hire. HR R-130, entitled "Adjunct Faculty Selection and Pay," requires the president and Academic Senate at each college to develop written procedures governing the search and selection of adjunct faculty to ensure that a thorough and deliberate search for the most qualified candidate is conducted well in advance of the starting date of the assignment. Procedures and processes for the selection of part-time/adjunct faculty are not clearly and publicly stated. College-level adjunct hiring processes result in inconsistent notification and advertisement of employment opportunities. HR reviews part-time/adjunct qualifications upon receipt of candidates from the colleges. Candidates' qualifications are evaluated and verified as meeting the job description requirements.

When hiring adjunct faculty, the College follows a process that includes an interview process with the chair and faculty in the discipline, submission of documents to Academic Affairs, forwarding the application to Human Resources for verification of minimum qualifications. In fall 2015, the College Personnel Office distributed an adjunct hiring process flowchart to dean and division chairs. (Standard III.A.1)

Faculty qualifications are clearly stated on job descriptions, including education, skills, experience, and/or certifications. Job descriptions include professional responsibilities beyond teaching expectations. Student learning outcomes, curriculum development, and college-level committee requirements are included in responsibility expectations when developing full-time faculty job descriptions. HR reviews the draft job descriptions for competencies, compliance, and consistency. Faculty candidates are required to meet all published job qualifications. Faculty performance evaluations include the assessment of multiple measures of these job-related requirements. Approximately 65% of the new faculty hires come from the existing adjunct ranks. The functional map identifies this as a primary function for the College. (Standard III.A.2; ER 14)

Institutional effectiveness and academic quality are sustained through the hiring of administrators and other employees responsible for educational programs and services who possess qualifications and experience necessary to perform the required duties. Job descriptions are updated by HR and the PC to include evolving institutional responsibilities. HR and PC personnel verify candidate qualifications prior to employment consideration. The functional map identifies this as a shared function between the district and college. (Standard III.A.3)

LACCD has established policies and procedures regarding the evaluation of educational degrees earned by faculty, administrators, and support personnel. Applicants and employees seeking promotional opportunities are required to submit official transcripts from accredited institutions. Degrees earned from non-U.S. institutions are required to be evaluated by an established state-recognized evaluation organization for equivalency. The functional map indicates the District has primary responsibility for this Standard. (Standard III.A.4)

The District has established a system of performance evaluation for faculty, staff, and administrative personnel. The evaluation process is dictated by individual collective bargaining agreements and District policy. Faculty evaluation tracking is delegated to individual colleges. The PC distributes evaluation notices to classified employees and their respective supervisor during the employee's probationary period. Thereafter, HR uses an automated system to notify supervisors of upcoming and past-due performance evaluations. Current District-wide completion rates average approximately 50 percent, although WLAC was verified to have much higher completion rates for evaluations. The functional map indicates the District and College share responsibility for this function. Processes are in place at WLAC to ensure that all personnel are systematically evaluated at regular intervals in accordance with bargaining agreements.

Evaluation processes at the college encourage improvement. The Evaluation Alert System (EASY) tracks and notifies the necessary persons when evaluations need to be performed for staff. The Academic Affairs Evaluations Tracking List informs appropriate personnel when full-time, adjunct, and tenure track evaluations are scheduled to occur. There are three levels of evaluations for faculty identified in Article 19 of the AFT contract: a basic evaluation, a comprehensive evaluation, and an administrative evaluation. Tenured faculty are evaluated every three years alternating between a basic evaluation and a comprehensive evaluation beginning with a basic evaluation unless the faculty member elects to receive a comprehensive evaluation or the department chair, with the concurrence of the appropriate vice president or designee, calls for a comprehensive evaluation. Once completed, copies of the evaluations are placed in the employee's personnel file. (Standard III.A.5)

Faculty evaluations include the assessment of learning outcomes. The functional map identifies the College having primary responsibility for this Standard. The team verified through reviewing the forms that the negotiated evaluation process and related forms include requirements for the use of learning outcomes in the improvement of teaching and learning. The faculty take the assessment process seriously to improve their teaching. Academic administrators' evaluations do not include the assessment of responsibilities related to learning outcomes. Administrator evaluations are subject to collective bargaining. Currently, the Teamsters Union and the Chancellor are working on an MOU for the evaluation of administrators to include the results of the assessment of student learning outcomes to improve teaching and learning. (Standard III.A.6)

The functional map identifies the College as having primary responsibility for this Standard. WLAC maintains a sufficient number of qualified faculty to include full-time and adjunct

faculty. The college has demonstrated it has enough faculty to ensure the quality of its educational programs and services to achieve the mission and purposes. (Standard III.A.7)

LACCD employs a substantial cadre of over 3,300 part-time/adjunct faculty among the nine colleges and academic organizations. The functional map identifies the College as having primary responsibility for this Standard. The College is delegated the responsibility for the orientation, oversight, evaluation, and professional development of adjunct faculty at their respective campuses. WLAC demonstrates onboarding opportunities through the “Adjunct Survival Guide” and the Professional Learning Week, as well as an annual Leadership Retreat . Opportunities for part-time faculty participation in the teaching and learning aspects of college operations and decision-making are provided and encouraged. (Standard III.A.8)

Staffing needs at WLAC are addressed by departments in Annual Program Reviews. Current and future needs can be found on the Program Review website. A Classified Staffing Plan is currently being drafted by the Vice President of Administration to ensure a sufficient number of staff are available to support the educational, technological, physical, and administrative needs of the College. The functional map identifies the college as having primary responsibility for this Standard. (Standard III.A.9)

WLAC uses a three-vice-president structure. At WLAC, Deans are in a union and are classified as administrators. Using a Minimum Base Funding model, LACCD identified the need of a minimum of five Deans for WLAC. Based on a significant number of grants, which supported 73.47% of the deans’ salaries in 2014-2015, there are more deans than the minimum recommended by the district. The functional map identifies the college as having primary responsibility for this Standard.

Through the annual program review process, vice presidents evaluate the needs of their divisions. Each year, vice presidents and above are evaluated on a three-year cycle. The first two years are “basic” evaluations, and the third year is a 360-degree evaluation. (Standard III.A.10)

Written personnel policies and procedures are available online for information and review. A process of regular policy review and updating has been established. The HR Council meets monthly to review and recommend proposed changes in Board Rules and Administrative Regulations. The HR Council’s membership includes college presidents, the vice chancellor of HR, college vice presidents (academic affairs, student services, and administrative services), and resource personnel, as needed. The PC regularly reviews its policies and procedures regarding the employment of classified staff. These rules and regulations provide fair and equitable employment conditions. The Employment Relations Department is responsible for addressing allegations of inconsistent application of District policies. The functional map identifies this as a shared responsibility between the district and the college. (Standard III.A.11)

The Office of Diversity Programs provides programs, analysis, and training to support the District’s diverse personnel. This office is assigned compliance and investigatory responsibilities to resolve allegations of unlawful discrimination and conduct. LACCD’s

“Project Match” program provides a formalized outreach program to aspiring, but historically under-represented, individuals to encourage community college faculty careers. An Equal Employment Opportunity Plan has been adopted and includes an annual evaluation of employment equity and diversity of LACCD’s employees. WLAC provides the college Diversity Council data to assess employment equity and diversity through the LACCD Office of Diversity Programs. The functional map identifies this as a shared function between the District and College. (Standard III.A.12)

The District has adopted Board policy, Code of Ethics-Board Rule #1204, and collectively bargained language addressing professional ethics expectations. Appropriate corrective actions and consequences are addressed in the Board Rule. The Faculty Professional Standards was adopted by the Academic Senate, and the Classified Employees handbook addresses standards of conduct and employee discipline for the classified employees. The functional map identifies this as a shared function between the District and College. (Standard III.A.13)

The WLAC Education Master Plan 2014-2020 identifies five specific objectives related to Professional Development. The Dean of Teaching and Learning investigates and implements new tools and resources for instruction to promote faculty development and student learning. A new faculty handbook/website and training for Division Chairs is being developed by the Dean of Teaching and Learning and the Professional Development Coordinator. The functional map identifies this as the primary responsibility of the College.

The District has long-established professional development programs. Existing programs and new opportunities for District employees are continually identified, evaluated, and developed, i.e., “Dean’s Academy,” “Professional Development College,” and “The President’s Academy.” The introduction of a partnership with the University of California, Los Angeles (UCLA) to create the “President’s Academy” provides relevant training for aspiring LACCD executive leaders. The District Academic Senate provides faculty representatives the ability to work collaboratively in providing content in support of student learning and success. The District also explores methods to increase opportunities for its classified staff. Campus-level trainings are provided by District personnel as part of the regular communication and educational support.

Faculty, classified staff, and administrators at WLAC make up a Professional Learning Subcommittee of the Student Success Committee. This subcommittee plans professional learning to support the College’s mission for all personnel. Examples of the subcommittee’s work are the Professional Learning Week held prior to the fall semester, an annual Professional Learning Day, Leadership Retreats, and the Spring Summit. Ongoing professional development for faculty and staff is provided for by developmental events such as the Digital Campus, Teaching and Learning, Technology and the Classroom, and Web 2.0 and Social Software through its Tech Fair Program. The Digital Design Studio is a faculty resource center that provides a centralized knowledge base to facilitate campus collaboration and access to digital tools to develop innovative practices for teaching and learning with technology.

Focused Inquiry Groups (FIGS) and Culturally Relevant Teaching and Learning (CRTL) trainers at WLAC are examples of professional learning initiatives that lead to accomplishing the goals of the Student Equity Plan and Professional Learning. Reading Apprenticeship, Cultural Competency, One College, One Book, Flipped Classrooms, and workshops offered by the CRTLs are a few examples of programs that stem from the professional learning initiatives.

WLAC evaluates its professional learning options systematically and uses the results of these evaluations to promote improvement. Examples of this are the 2013 Professional Survey, anonymous evaluations collected at professional learning events, and the Quality Focus Essay Professional Learning Action Project, which fosters continuous improvement. (Standard III.A.14)

The District provides security and has established both physical and electronic access safeguards in the confidentiality of personnel and employment records. The functional map identifies this as a shared function between the District and College. Access to confidential electronic personnel data is monitored and limited to authorized employees. Procedures, as evidenced by Administrative Regulation C-10, Custodian of District Records, and collective bargaining agreement language are in place to provide each employee access to his or her personnel records. WLAC personnel records are established and maintained by the District Division of Human Resources. (Standard III.A.15)

Conclusion

The LACCD provides comprehensive human resource services to employ qualified personnel in support of its broad educational programs. The District has established policies and procedures beginning with the recruitment process, hiring, evaluation, and employee-related matters throughout employment for its regular employees.

Although the colleges currently are responsible for the adjunct faculty hiring process, the District is responsible to ensure that employment policies and practices are clearly described and equitably administered. However, the recruitment and employment of adjunct faculty is unevenly administered, and, therefore, the District does not meet Standard III.A.1.

The District does not conduct regular evaluations of all staff and does not meet Standard III.A.5. WLAC demonstrates that it does have a regular cycle of evaluations and adheres very closely to the cycle.

Faculty evaluations include an assessment of Student Learning Outcomes (SLOs) as a component of the performance appraisal; however, academic administrators' evaluations do not have an SLO responsibility component, so the District does not meet Standard III.A.6.

The team commends the District for its commitment to professional development and

improving the knowledge, skills, and abilities of its employees in support of student achievement.

Recommendations

District Recommendations for Improvement and Compliance

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. (Standard III.A.1)

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. (Standard III.A.5)

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. (Standard III.A.6)

STANDARD III RESOURCES

Standard III. B – Physical Resources

General Observations

The District's role and performance is, for the most part, strong and effective in assisting WLAC in meeting Accreditation Standards. Three District documents (the Independent Review Panel Report dated January 4, 2012), resulting in 17 recommendations to the chancellor for the improvement of the bond program delivery; the LACCD Comprehensive Plan for Total Cost of Ownership dated March 20, 2013, resulting in 7 recommendations for better understanding of the actual cost associated with maintaining and operating a building; and the LACCD Accreditation Special Report, dated April 1, 2013, that responded specifically to the 17 recommendations to the Independent Review Panel Report) indicate the District's commitment to ensuring that integrity and accountability are maintained in the acquisition, implementation, and use of funds related to the physical resources of the District.

Findings and Evidence

The functional map identifies this as a primary responsibility of the College, although the District plays a significant role in ensuring that all locations under its purview are safe and that sufficient resources are provided to maintain each facility. The LACCD contracts with the Los Angeles Sheriff's Department for college campus security. This agreement provides for a standardized and coordinated approach to campus safety. Further, a report titled "Blue Ribbon Panel on Campus Safety and Emergency Preparedness" was adopted December 16, 2015. The charge of the panel was to "review the District's existing policies and procedures on safety and security in order to determine the readiness of the colleges, District satellites and the Educational Service Center in cases of natural catastrophes or criminal events." It will be critical to follow up on the progress of the colleges and District in their response to the recommendations and implementation of plans.

The sufficiency of physical resources at the colleges is clearly assured by the District. Three bond issues have been passed since 2001, resulting in nearly \$6.2 billion in capital project funding. To date, about 80 percent of those funds have been expended. All funds are budgeted to projects. Sufficiency is also evident by the current cap load status. District wide, the lecture capacity/load ratio is 162 percent while the laboratory cap/load is at 144 percent. The District has supported the colleges in assuring access. Americans with Disabilities Act (ADA) transition plans were created for the nine colleges using District resources. The implementation of the plan is funded by a District-wide bond allocation of almost \$69 million.

WLAC takes extra measures in maintaining a safe campus through planning for surveillance cameras and emergency drills. (Standard III.B.1)

The District provides effective centralized services for planning, acquiring, building, maintaining, and upgrading its physical resources. The functional map identifies this as a shared function between the District and College. Following the 17 recommendations in the Independent Review Panel Report, the District has developed a new program management approach ensuring the continuing quality necessary to support its programs and services to achieve its mission. Noting that shared governance practices had significantly contributed to increased costs, changes, delays, and disruptions to the Building Program, the Board responded with Board Resolution to Standardize Centralized Accountability Controls (BT4), dated September 12, 2012. The resolution centralized accountability measures and established that college project managers report through the program manager to the District. The District uses a “project allocation model” in dispensing bond funds, which ensures that the Board of Trustees has primary control over which projects will be built at the colleges and that projects will align with District priorities, i.e., support of the Educational Master Plan ensuring a consistency of intent. To ensure the model is followed, Board Resolution to Adopt a Master Budget Plan and to Implement Policies to Strengthen Oversight and Spending Practices for the District's Construction Program (BT6) was approved by the Board on October 5, 2011.

The WLAC Educational Master Plan drives the local planning for the College’s Facility Master Plan. The Facilities Master Plan is regularly updated to reflect the current and future needs. There is a spirit of cooperation and team work among faculty, staff, and administration that is commendable and further enhances the planning process. (Standard III.B.2)

The District materially assists the colleges in updating master facilities plans on a regular basis. The functional map identifies this as a shared function between the District and the College. This planning is managed through the bond program manager reporting to the District Office. The Build LACCD website shows evidence that all nine colleges have current facility master plans, the oldest being less than eight years old. Further, the District assists the colleges in facility condition assessment and uses the data to identify needs and allocate District-scheduled maintenance funds. WLAC reviews and evaluates the short and long term physical facilities needs on an annual basis through program review and space inventory and planning. (Standard III.B.3)

The Board of Trustees adopted the Master Building Program Budget Plan per resolution BT6 dated October 5, 2011. The plan assigns budgets at the individual project level providing support for long-range capital plans. The Board adopted Resolution 3 of BT6 dated October 5, 2011, stating, "The chancellor...will include in the regular budget reports the identification of funding measures to address the costs of maintaining and operating expanded facilities." Following that, the District produced the Comprehensive Plan for Total Cost of Ownership, detailing seven points defining "a process for establishing the true cost of additional space." The Board voted to create a Deferred Maintenance Fund by passing Board Resolution BT2 on May 23, 2012. This resolution sets aside a fixed amount each year from the General Fund to address postponed and emergency repairs and maintenance work not funded by the bond program. In addition, the District provides funding to the colleges for maintenance and operations calculated by a formula that takes

into consideration total assignable square footage as a part of the basic allocation. The functional map identifies this Standard as the primary responsibility of the District. (Standard III.B.4)

Conclusions

The District and West Los Angeles College meet the Standard.

In general, the role of the District in supporting the colleges to meet the Standards of Accreditation is evident and well supported. The District has implemented positive changes to the bond program management structure and adequately responded to the recommendations made in the Independent Review Panel Report.

Recommendations

None

STANDARD III RESOURCES

Standard III. C – Technology Resources

General Observations

The Los Angeles Community College District (LACCD) emphasizes the effective use of technology in the support of teaching and learning, student support and success, and administrative functions to assist students and staff, as evidenced by the significant investment made in staff to support the use of technology, equipment and systems, and training of staff and students in the use of technology. The forty-plus members of the LACCD Information Technology department provide systems and services to support learning, assessment, and teaching with infrastructure and productivity tools as outlined in the LACCD Technology Strategic Plan-Vision 2020. Campus information technology staff at each of the nine campuses assist in the delivery of LACCD Information Technology department systems and services, as well as support the classroom, computer labs, and local infrastructure to enhance the learning environment. Policy, planning, and budget recommendations regarding the use of technology across LACCD is driven by the Technology Planning and Policy Committee (TPPC), which is a governance committee with representation from all constituents. The District Technology Committee (DTC) focuses on operational decisions and makes recommendations to the TPPC.

WLAC has a robust online learning community. There was a recent \$20M upgrade to IT infrastructure, hardware, and software that provides faculty with access to state of the art tools for teaching and research.

Findings and Evidence

Technology resources are used to support student learning, student services, and institutional effectiveness. As noted in the District/College Functional Map, this is a shared responsibility between the colleges and the District. Each college technology department provides support and infrastructure to meet campus network and computing needs. At the District level, the LACCD Information Technology department provides the wide area network infrastructure, an enterprise resource planning system for finance and human resources (SAP), a student information system (DEC/Peoplesoft), an educational planning system (DegreeWorks), email for students and staff (Office 365/Microsoft Exchange), a helpdesk ticketing system (CMMS), a scheduling system for faculty class and room assignments (Protocol ESS), an electronic curriculum development system (ECD), and other related systems as presented in the campus Self Evaluation Reports and confirmed in interviews with District and college technology staff. In addition, it was noted in interviews with campus technology managers that LACCD Information Technology assists with contract optimization, District wide technology standards, best practices, data interface to campus specific systems such as

distance education systems and staff augmentations when needed to assist the colleges. (Standard III.C.1)

The functional map identifies planning as a shared responsibility between the district and college. Planning at the District level is defined in the LACCD Technology Strategic Plan-Vision 2020. The plan was developed with input from all nine campuses by the District Technology Planning Taskforce (DTPT). As stated in the plan, this task force was commissioned by the TPPC and comprised of faculty from each of the nine colleges, administrative leadership, and students. The DTPT developed the plan as a framework for the District and identified five areas to achieve the mission, including learning, assessment, teaching, infrastructure, and productivity. The plan is reviewed regularly at TPPC meetings as evidenced by the committee minutes. In interviews with District staff, it was noted that the five-year re-assessment, due in 2016, of the current state of IT infrastructure at all the colleges and the District will be done in the next four to six months. This will be used to update the target baseline for all colleges in the technology areas identified in the LACCD Technology Strategic Plan-Vision 2020. Two of the campus technology plans indicate direct alignment with Vision 2020, and the other seven technology plans are directly aligned with their respective campus strategic plans, which identify Vision 2020 as a guiding force. Further, the TPPC commissioned the Implementation Task Force (ITF) with representation from faculty, administrative leadership, represented staff, and students, which developed thirty two objectives to work on for the next five years. This was approved by the TPPC in 2013. Some colleges are incorporating Total Cost of Ownership principles, but some have not. As identified in the District/College Functional Map this is a shared responsibility between the colleges and the District.

There is currently a funded bond project for a new data center with the potential to be upgraded in the future. West Los Angeles College has a Technology Master Plan that supports the robust online course offerings. (Standard III.C.2)

Reliable, safe, and secure technology resources are the primary responsibility of the colleges and a shared responsibility with the District. Through interviews, the team determined that the LACCD Information Technology department has developed Disaster Recover/Business Continuity plans, which include local backup to disk, immediate backup to a second data center at one of the college sites about 25 kilometers away, with a final encrypted copy to tape. The tapes are moved off site to a specialized tape vault service, and the tapes are rotated out of state to Nevada for greater protection. Each campus is responsible for the security and reliability of the systems and data they support locally. All nine colleges indicate varying levels of security for locally supported systems, with six doing local campus backup only, two having local backups at a second on-campus data center, and one college doing backup to the District. None of the colleges indicate the existence of a Business Continuity/Disaster Recovery plan in their respective Institution Self Evaluation Reports. Interviews with campus and District technology staff confirmed that student and staff data are stored both at the District and campus servers and should be protected.

The security cameras, tracking systems, key card access, and lockdown plates provide a system of security for technology resources. Users are able to access online services through a secure single sign on process and are provided with reliable communication services through robust email and cloud-based tools. WLAC has made local preparations through the inclusion of a backup generator and data backup system. Redundancy is built in for all enterprise systems. (Standard III.C.3)

Support, including training, in the effective use of technology is the primary responsibility of the colleges. Each campus has the appropriate instruction and support for faculty, staff, students, and administrators for their respective systems, as evidenced by the existence of various forms of teaching and learning centers on the campus as well as training opportunities. As confirmed by interviews with District and campus technology staff, training is scheduled as part of any new systems deployment. The established strategy is to create super-users for all District wide systems so that the local campus can maintain the training after initial system deployment. The District will also schedule trainings on an as-requested basis when a significant need is identified. Campus technology staff also indicate that the District Information Technology unit provides funds for off-site training in deployed technology solutions. (Standard III.C.4)

Policies and administrative regulations in place at the District that guide the appropriate use of technology in the teaching and learning process include B-27 Network Security Policy, B-28 Use of District and College Computing Facilities, B-33 Web Accessibility Standards and Guidelines, B-34 ADA Self Evaluation and Transition Plan, E-89 Distance Education Policy, E-105 Student Privacy/FERPA, and E-114 Identity Theft Prevention Program.

WLAC acknowledged that they abide by these policies to guide operations, as evidenced in their Institution Self Evaluation Report. The team confirmed in interviews that the TPPC and TPC suggest policies as needed to aid in the appropriate use of the technology. In addition, WLAC has local policies for campus technologies, such as websites and distance education systems.

The Distance Education Committee at WLAC developed several policies related to online teaching and learning. In addition, there is an Online Instructors' Handbook for new online instructors. Lastly, the AFT Faculty Handbook addresses training/certification requirements and online class size. (Standard III.C.5)

Conclusion

Technology resources are adequate to support the institution's management and operational functions. Tremendous effort has been put into integrated planning within each college and is guided by planning processes District wide. The institution plans for District-level technology replacement using a Total Cost of Ownership model for District systems. Sound decisions about technology are being made as a result. None of the colleges acknowledge a Business Continuity/Disaster Recovery plan although all indicate

redundancy on campus data centers and local backups. The District and campuses provide appropriate instruction and support in the effective use of technology solutions. The District has appropriate policies and procedures that guide the appropriate use of technology in teaching and learning processes. The District meets all the Standards in III.C except Standard III.C.3.

The team commends the technology staff from the nine colleges and the District for their teamwork and collaboration in sharing staff resources, developing technology standards, collaborative training, and deployment of integrated systems which result in effective and efficient use of technology resources to improve academic quality and institutional effectiveness. (Standard III.C.1, III.C.4)

District Recommendations

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. (Standard III.C.3)

College Recommendations

None

STANDARD III RESOURCES

Standard III. D – Financial Resources – Planning

General Observations

West Los Angeles College appears to be a well-run institution with formalized processes and procedures for planning. The financial resources are used to achieve its mission, improve the academic quality, and institutional effectiveness. The campus has a long standing culture of identifying and being awarded additional financial resources.

General Observations

The Los Angeles Community College District (LACCD) has strong fiscal practices, as evidenced by the reports from the District's external auditors, strong reserves, and documented practices in place to help achieve the District's goals of Organizational Effectiveness and Resources and Collaboration. The Office of the Chief Financial Officer (CFO)/Treasurer serves as the executive head which oversees all financial operations, including directing the development of financial strategies, policies, programs, models, controls, and standards to ensure the financial integrity and performance of the colleges, and also supports the overall strategic missions of the District. The CFO also monitors the effectiveness of the Board-approved budget allocation mechanisms and plans, develops, directs, and evaluates the District's treasury which includes cash and investment management. The CFO manages and directs the following departments: 1) Budget and Management Analysis, 2) Accounting, 3) Central Financial Aid, and 4) Office of Internal Audit.

Under the direction of the CFO, there are 91 staff members who provide services to the colleges. Staffing includes six staff members within the CFO Office. In the Budget and Management Analysis department, eight staff provide direction to the colleges on budget development, budget monitoring, and analysis of budget activity; in Accounting, 57 staff are responsible for general accounting, accounts payable, and payroll; in Central Financial Aid, 13 staff ensure all student aid programs are in compliance; and 7 staff in the Office of Internal Audit provide investigations and internal control improvements.

The District's main budget committee is the District Budget Committee (DBC), a District-level governance committee comprised of the 9 college presidents, 6 Academic Senate representatives, 6 Faculty Guild representatives, and one representative from each of the following: AFT (American Federation of Teachers) Staff Guild, Local 911 Teamster, EEIU Local 99, Building and Construction Trades, Supervisors Local 721, Classified Management, and Associated Students Organization. This committee also includes the deputy chancellor, chief financial officer, and budget director as resource personnel. The DBC reports to both the chancellor and all constituent groups, and is

charged with formulating recommendations to the chancellor for budget planning policies consistent with the District's Strategic Plan; reviewing the District's budget; making recommendations to the chancellor for adoption or modifications; and reviewing the District's financial condition on a quarterly basis.

The chancellor (ex-officio), the CFO (chair), four Academic Senate/faculty representatives, one union/association representative, two college presidents, two college vice presidents, and the deputy chancellor serve on the Executive Committee of the District Budget Committee (EDBC). The purpose of the committee is to advise the chancellor on financial matters, evaluate the District Budget Committee, manage the District Budget Committee agenda, and perform as a workgroup on fiscal matters.

Beginning in April 2016, a new vice chancellor of finance and resource development will begin tenure and will hire a new director, institutional advancement. The latter, new position will focus on resource and workforce development. There will be no significant changes to the responsibilities of current staff except for the addition of one reporting layer between the chief financial officer and chancellor.

Findings and Evidence

Because WLAC is part of a nine college district, the College was impacted by the following District actions. In October 2013, the Board of Trustees adopted the District Financial Accountability Measures in response to a 2013 Accreditation Evaluation Report for Los Angeles Valley College, which recommended that accountability measures be put in place to ensure long-term fiscal stability and financial integrity of the college. The District Financial Accountability Measures are used to ensure sound fiscal management and provide a process to monitor and evaluate the financial health of all colleges within the District and require that each college president include provisions for (1) a balanced budget; (2) long-term enrollment plans; (3) position control for personnel; (4) an annual financial plan; (5) quarterly reporting on expenditures and overall fiscal status; (6) a college reserve policy; and (7) action plans. The functional map reflects the college has primary responsibility.

WLAC plans and manages its financial affairs in a manner that ensures financial stability, and has demonstrated it has sufficient financial resources to sustain student programs and services. The college has a developed planning process that is transparent and continues to improve the process annually. WLAC has closed the last four fiscal years with a strong year-end balance. (Standard III.D.1)

WLAC's mission and goals are central to the financial planning process. This is demonstrated through their annual review of the latest version of the Educational Master Plan and connecting the college mission to the department missions. All budget requests are vetted through a participatory governance process that is aligned with the mission and goals of the college. The functional map reflects the college has primary responsibility for this Standard. The District's budget planning process is clearly laid out in the District's "Operation Plan Instructions" for 2015-16 (District's website), which covers

the budget calendar for the year and detailed instructions on how the budget will be prepared. In reviewing the last three years' final budgets, the team finds that they are well done and contain a very good analysis of the budget in both summary and detailed form. (Standard III.D.2) Information is presented at both the District and college levels and includes the general fund as well as the other funds of the District (i.e., bookstore, cafeteria, child development, building, financial aid, special revenue, and debt service funds). The plan includes the chancellor's recommendations on the use of \$57.67 million of State Mandated Reimbursement Revenues and how they were tied to the District's Strategic Plan Goals. (Standard III.D.3-4, 6)

While the District's Financial Accountability Measures require that the colleges maintain position control for personnel, upon discussion with finance staff, it was noted that the District's information system does not currently have a tool to track and maintain personnel costs. The District's percentage of salaries and benefits compared to overall expenditures is approximately 85 percent. (Standard III.D.4)

The District has an internal audit department that regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. The Internal Audit Plans for the last three years reflect a focus on cash controls, procurements/contracts, Associate Student organizations, foundations, human resources, special requests, financial aid, and the fraud hotline. Over the last three years the internal audit department averaged 7,500 audit hours per year. (Standard III.D.5, III.D.8)

The District has several reserves. Since 2013-14, the District has had a general fund reserve of six and one-half percent of expenditures and other uses, and a contingency reserve of three and one-half percent. Over the last three years, the District has maintained an ending balance over 13 percent. There is also a two percent set aside used to fund deferred maintenance projects, which is sometimes referred to as the Deferred Maintenance Reserve. (Standard III.D.5, III.D.9)

Audit reports are available for review on the District's website and the last three years' reports all included "unmodified" opinions rendered by the District's external auditors, the cleanest opinion an auditor can give. The Management, Discussion and Analysis (MD&A) for the last three years was well done and included a summary of the history of the District, a summary of economic factors, and explanations of changes between current-year and prior-year numbers. There were no "material weaknesses" reported in the audit reports for the years ending June 30, 2013, 2014, and 2015. There was a "significant deficiency" reported in each of the last three years' reports related to information technology controls, and "To Be Arranged" (TBA) hours that have been outstanding since the 2007 fiscal audit. In 2014, the audit report included several recurring significant deficiency findings in the EOPS/CARE programs, but those were cleared in 2015. In the last three years, there have been other findings that are considered significant deficiencies and/or compliance findings, but recent results show the District clearing those findings by the next audit year.

WLAC has not had any audit findings in recent years and has very few TBA courses. The audit finding at the college a few years ago has been resolved. (Standard III.D.7, III.D.10)

The District's audit reports for the bond program are posted on the District's website. There are two separate reports, one for performance audits and the second for financial audits. The performance audit reports (2006-07 through 2013-14) are quite detailed and address such things as analysis of change orders, completeness of operating procedures, and evaluation of the project close-out process. The financial reports (2007-08 through 2014-15) are broken down between Proposition A, Proposition AA and the Measure J bond programs, each with a separate opinion. For the 2014-15 financial report, all three opinions were all unmodified and the results of the auditor tests disclosed no instance of noncompliance or other matters that are required to be reported under Government Auditing Standards. For the performance audits, it was noted that there were several substantial improvements over key capital project delivery processes compared to what was found in previous years. There were several areas where additional improvements could be made which included two medium-priority opportunities and three low-priority opportunities. No high-priority opportunities were identified. (Standard III.D.8)

The cash available to the District is sufficient as evidenced by the District not participating in Tax Revenue Anticipation Notes (TRANs) since the 2012-13 year, and the cash balance reported to the State Chancellor's Office in the CCFs-311Q. Over the last three years, the report showed a low of \$51,116,662 and a high of \$262,061,404 for cash balances. (Standard III.D.9)

The District has adequate property and liability coverage in the amounts of \$600 million and \$40 million, respectively. The District's property deductible is \$25,000 per occurrence, and the liability self-insurance retention is \$1.5 million per occurrence. The District is self-insured for Workers' Compensation up to \$750,000 per claim through USI, with excess coverage through Safety National. Because some of the colleges have incurred huge debt to the District, the District Executive Committee of the District Budget Committee has recommended a debt repayment policy. The committee also proposed a plan for future STRS/PERS increases. In the 2015-16 budget, the District set aside \$20 million (later revised to \$22 million) of one-time funds to fund the future obligation for the STRS/PERS increases that will impact the District over the next few years. The District's plans call for using a portion of the \$22 million each year to cover two-thirds of the cost of the increase; this will cover the on-going increase through 2020-21. (Standard III.D.10, III.D.11)

The District has a significant, unfunded liability for retiree healthcare. As of the 2013 actuarial valuation, the liability was estimated at \$478,320,000 and the market value of assets in the District's Irrevocable Trust (PERS) was \$76,800,000, resulting in an unfunded balance of \$401,520,000. The District Annual Required Contribution (ARC) for 2014-15 was \$34,604,000, and the District made contributions of \$29,604,235. At the end of fiscal year 2014-15, the liability was 16.06 percent funded. While there was no official plan to fund the entire OPEB liability, steps have been taken to mitigate the liability. Examples of that include changing the health benefit plan to PERS Medical

which reduced the liability by over \$120 million, the creation of the irrevocable trust through CalPERS, and the negotiated settlement with all six collective bargaining groups to take 1.92 percent of COLA in 2006 and apply it toward the ARC. Over the last two years, the District contributed 86 percent of the ARC payment. At the time of the accreditation visit, the District was waiting for the draft of the 2015 Actuarial Valuation. WLAC maintains local records for the load banking liability, and works with the District office for purposes of reporting. (Standard III.D.12)

The District’s long-term debt schedule reflects a liability of \$4.3 billion with most of the debt being General Obligation Bonds where debt payment resources will come from taxes on local property. Other long-term debt reported is Workers’ Compensation claims, general liability claims, compensated absences, and capital lease obligations. One liability that is not recorded is for load banking, an option available to faculty as part of the faculty collective bargaining agreement, Article 39. Discussion with District managers confirmed that the colleges have load banking obligations, but a liability has not been booked into the District’s financial statements. (Standard III.D.12, 14) District audits reveal no locally incurred debt instruments. (Standard III.D.13)

The District does not have any Certificates of Participation outstanding. Auxiliary activities, fund-raising efforts, and grant monitoring are done at each of the colleges, with some oversight from the District. Claims are done through the District’s Accounting Office. For example, the District’s Internal Audit department has spent significant hours auditing the Colleges’ Associated Student Organization funds and college foundations. The District also coordinates the external financial audits for the college foundations. The Los Angeles Community College District Foundation has not had much activity over the last several years. The last audit report was for the years ended June 30, 2012 and 2013; at that time, cash assets were \$328,845. Reviewing the District’s Financial Summary, the cash balance as of February 29, 2016, is \$384,975. There is a Representation Letter with the auditors to do a review of the financial statements for the years ended June, 30, 2014 and 2015. A review is proposed instead of an audit due to the limited activity. (Standard III.D.14)

The District’s Financial Aid Unit (CFAU) coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The unit implements standardized policies and procedures throughout the District, reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers. The CFAU also assures that the colleges clean up any audit issues as soon as discovered and tracks and makes phone calls to help collect on the Federal Perkins Loan Program. Default rates for the last four years were provided by the Office of the Chief Financial Officer.

Perkins Default Rates

	2014-15	2013-14	2012-13	2011-12
LA City	25.35%	22.67%	26.44%	28.00%
East LA	24.53%	18.33%	17.46%	14.52%

LA Harbor	33.33%	37.50%	33.33%	33.33%
LA Mission	10.00%	14.29%	28.57%	41.67%
LA Pierce	33.96%	33.33%	41.67%	35.90%
LA Southwest	31.58%	27.59%	34.00%	34.00%
LA Trade-Tech	36.66%	43.75%	38.54%	21.30%
LA Valley	12.68%	14.29%	12.63%	32.39%
West LA	46.88%	34.48%	39.13%	47.62%

Four colleges had a Perkins default rate that exceeded 30 percent for three, straight years. Los Angeles Harbor, Los Angeles Pierce, Los Angeles Trade-Technical (LATT), and West Los Angeles had total principal outstanding loans in default that exceeded 240 days in the amount of \$874,202. The District is phasing out the Perkins Loan Program and is moving to the Direct Loan Program. WLAC agrees that this is a significant problem and is therefore in complete agreement with the District’s plan. The published default rates for the Direct Loan Program only go through fiscal year 2012. Only one of the nine colleges had rates over 30 percent-LATT at 32.2 percent; however, it has been in the program for only one year. (ER5; Standard III.D.10, III.D.15)

Conclusions

The team commends the District for its substantial support of the internal audit function. With the exception of Standard III.D.7 and III.D.12, the District meets the Standards.

District Recommendations for Improvement and Compliance

District Recommendation 5 (Improvement): In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (Standard III.D.4)

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. (Standard III.D.7)

District Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (Standard III.D.12)

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.
(Standard III.D.12)

College Recommendations

None

STANDARD IV

Leadership and Governance

Standard IV. A – Decision-Making and Processes

General Observations

The District supports effective institutional governance through well-established practices which ensure administrators and faculty exercise a substantial voice in institutional policies, planning, and budget. The shared governance process is the primary mechanism by which all campus constituents participate in decision-making. Faculty have primary responsibility for curriculum and student learning programs and services, but administrators are appropriately involved in the curriculum process. In some instances, classified staff are not included in the membership of District-wide institutional governance committees regarding institutional planning and policies.

Participatory governance is clearly a priority for the college. College leaders support a governance structure that encourages participation by diverse constituent groups. The recently (Spring 2015) updated Participatory Governance Handbook is thorough and clear. WLAC's systematic participative processes assure effective planning and implementation.

Findings and Evidence

The president, vice presidents, and deans at WLAC create and encourage innovation leading to institutional excellence. All participatory groups are supported in taking initiative for improving the practices, programs, and services through participatory governance. The annual Leadership Retreat is open to all who wish to participate. The retreats focus on best practices in instruction and services, such as closing the achievement gap and student support. (Standard IV.A.1)

Inclusive, systematic organization and means of participation are outlined in the Participatory Governance Handbook. Administrators and faculty have substantive and clearly defined roles in college governance and planning through the College's committee structures. The Participatory Governance Handbook outlines committees and their reporting structure. The college planning processes are primarily governed through College Council committees. An example of this effective practice is when the Enrollment Management Committee's areas of responsibility under SSSP and Equity, the Academic Senate and College Council worked in partnership to create the College Student Equity, Access, and Completion (SEAC) Committee to oversee these programs. College Council committees give reports to the Academic Senate, for example, though the responsibilities of each are delineated. Student representation in participatory governance groups is difficult at the college, as it is at many colleges. WLAC's difficulty is exacerbated by the single-semester terms of its student senators. The Academic Senate has a student member. (Standard IV.A.2)

Faculty and administrators at WLAC have ample opportunity for providing input on institutional policies, planning, and budget through participation on college-level governance committees, District wide executive administrative councils, and District-level governance committees. At all the colleges, administrators serve on governance committees based on their areas of expertise. The LACCD and AFT (American Federation of Teachers) Agreement 2014-2017 (Agreement) emphasizes the importance of faculty representation from the union and senate on participatory governance committees. The LACCD and AFT Agreement specifies which committees require faculty representation and those for which it is recommended. The Agreement requires faculty membership for both Budget and Strategic Planning Committees.

WLAC policies and procedures clearly articulate the role and structure of participatory governance, how the president is to respond to recommendations, and how institutional decisions are communicated. The college's Participatory Governance Handbook plainly outlines the process by which all constituent groups participate in decision-making processes. (Standard IV.A.3)

Faculty and administrators follow well-defined structures in making recommendations about curriculum and student learning programs and services. All nine of the LACCD colleges reference in their self evaluations the primacy of faculty in making recommendations about curriculum and student learning programs and services. Administrative regulation E-65 lays out in great detail a step-by-step process for curriculum development and approval. This process recognizes the primacy of faculty members in making curriculum recommendations while also ensuring administrative input in the curriculum process.

Recommendations about curriculum and student learning programs and services derive from a well-established program review process involving faculty, staff, and deans. The College's Curriculum Committee is comprised of elected representatives from each division as well as the articulation officer. The Associated Student Organization and the faculty union each send one voting member. The SLO coordinator and dean of curriculum serve as resources. The Academic Senate appoints a chair for the Curriculum Committee; the dean serves as co-chair. (Standard IV.A.4)

There are well-defined processes at WLAC for communication before internal administrative and external Board decisions are made that impact faculty, staff, and students. Recommendations from governance and contractually mandated committees are solicited before decisions are made.

The roles of administrators and faculty in the development of District policy are delineated in Board Rule XVII, Article I-Academic Senate and Board of Trustees Shared Governance Policy and Article II-Students and Board of Trustees Shared Governance Policy and in Chancellor's Directive No. 70. LACCD does not have a classified senate. The AFT Staff Guild, Local 1521A, represents the full-time and part-time classified clerical/technical administrative staff. The Supervisory Employees' Union, S.E.I.U. Local

721, represents regular full-time and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit.

“Role of the Unions,” in the *District Governance and Functions Handbook*, describes District-level consultation between the administration and representatives of the six bargaining units. Consultation occurs through:

1. direct consultation during regular meetings between union representatives and the chancellor and/or the college presidents;
2. regular monthly grievance meetings between union representatives, the chancellor, the chancellor’s designees and/or the college presidents;
3. participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils; and
4. direct representation from the Resource Table during monthly Board meetings.

In some cases, it appears that classified staff do not have appropriate representation on District-level institutional governance committees regarding institutional planning, policies, and other key considerations. For example, the Student Success Initiative Committee (SSIC) states that the “overarching purpose of the Student Success Initiative is to create an effective District wide network of faculty, administrators and *staff* dedicated to improving student success.” However, the committee’s membership does not include representatives from the classified staff. Likewise, the committee membership of the District Planning Committee does not include representation from the classified staff.

The appropriate consideration of relevant perspectives is encouraged through the college’s participatory governance structure as outlined in the Participatory Governance Handbook. The participatory governance structure is designed to ensure active participation by campus constituent groups. The Academic Senate and College Council, and their standing committees, illustrate the inclusion of diverse perspectives. Despite the numbers of people often involved in these committees and consequently in the decision-making process, action is timely. (Standard IV.A.5)

WLAC’s decision-making processes and decisions are documented in appropriate minutes and agendas, and communicated through the college’s website, through Town Hall meetings, and via email. Some college committee sites are not up-to-date, and minutes and agendas are not available. Kentico training is planned for spring 2016, so the dissemination of information through committee websites may improve. Also, the reasons for resource allocation prioritization are not available to all constituents, which may lead to discontent from a lack of understanding. These are exceptions to common practices of transparency (Standard IV.A.6)

The College’s governance processes, as well as its policies and procedures, are regularly evaluated through annual self evaluations of governance committees. Evaluations are published on the college website. Some committees send reports or reflections to specific

groups within the campus community. For example, the Student Success Committee submits an annual reflection to Achieving the Dream as well as publishing the report for the campus community. This evaluation led to a redesigned fall kickoff. (Standard IV.A.7)

Conclusion

The College meets the Standards.

Recommendations for Improvement and Compliance

District Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5.)

College Recommendations

None

STANDARD IV

Leadership and Governance

Standard IV. B – Chief Executive Officer

General Observations

The president at WLAC provides effective leadership in participatory governance as required by Board Rule 9802. While a strong and well-established administrative structure is in place, the structure is not evaluated. The College's values of excellence, empowerment, ethics, and engagement are supported by both the president and the participatory governance structure on which the college prides itself. The president assures that the College's policies and practices are consistent with the College's mission.

The president's role in the accreditation process is clear. The president's role on the Accreditation Steering Committee is responsible for providing leadership and experience with the process. The president also ensures that adequate resources are provided for the accreditation process.

Findings and Evidence

West Los Angeles College has a widely supported, well-documented system of shared governance. The president has primary responsibility for the quality of the college. He provides effective leadership in the role of shared governance in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. (Standard IV.B.1)

The president's role in evaluating the administrative structure is unclear as administrative structure is not evaluated through a formal process. (Standard IV.B.2)

The College president reviews the College's administrative structure in consultation with the Academic Senate and College Council. While there is evidence this occurred in 2015, the team found it was not consistently a formal process. The president delegates authority to administrators and others consistent with their responsibilities, as appropriate. He oversees three vice presidents who in turn oversee academic affairs, student services, and administrative services. Twelve deans support the vice presidents of academic affairs and student services; in addition, the vice president of administrative services is supported by five managers. These colleagues meet monthly for Administrative Council meetings. The three vice presidents meet weekly; the president meets individually with each vice president on a weekly basis. (Standard IV.B.2)

Participatory Governance is the core of decision making and planning at the college. The mission, vision, and values of the college are highlighted at the onset of the Participatory Governance Handbook. Policies and procedures exist to ensure that the college sets institutional performance standards for student achievement. The research department

appears to be adequately staffed and provides the analytical tools necessary for planning and program evaluation. The program review process ensures that educational planning is integrated with resources planning; however, the connection between resources allocation and student achievement and learning could be more clearly stated. Vigorous review and vetting of the Educational Master Plan is evident. (Standard IV.B.3)

The president has the primary leadership role for accreditation through his supervision of the Accreditation Liaison Officer and the faculty accreditation chair, his participation on the Accreditation Steering Committee, and his attendance at the April 2015 Accreditation Standards Symposium. He met weekly with the ALO and faculty accreditation chair throughout the process. (Standard IV.B.4)

Faculty, staff, and administrative leaders also have responsibility for compliance with accreditation requirements by participating on the Accreditation Steering Committee and by receiving accreditation training. (Standard IV.B.4)

The president oversees the College's compliance with laws and policies, as well as the effective control of the College's budget and expenditures, through his supervision of three vice presidents, and by his participation on district and college governance bodies. All expenditures are ultimately approved by the president after consultation with the vice president of administrative services. The recent college budget has been managed effectively. (Standard IV.B.5)

The college president works and communicates with the communities served by serving on boards, sponsoring events, and making presentations to community groups. (IV.B.6)

Conclusion

The College meets this standard

College Recommendations

None

STANDARD IV

Leadership and Governance

Standard IV. C – Governing Board

General Observations

The Board of Trustees (Board) of the Los Angeles Community College District provides effective leadership for its complex system. The seven-member Board of Trustees has worked with the chancellor to develop clear lines of authority at the college and District levels.

Findings and Evidence

The roles and responsibilities of the Board and LACCD administrative leadership are codified in the Board Rules. The District administration implements those rules through creation of Chancellor's Directives and Administrative Regulations. In addition, the Board has four standing committees: Institutional Effectiveness and Student Success; Budget and Finance; Legislative and Public Affairs; and Facilities Master Planning and Oversight. Membership is limited to Board members only, has a specific charge, and is designed to ensure the Board exercises authority and responsibility to assure the colleges and District run effectively. Chaired by the vice president of the Board and made up of all Board members, the Committee of the Whole reviews District wide standards and performance for efficiency and quality. The governing authority rests with the entire Board, not with individual members. (Standard IV.C.1-2)

The Board Rule (BR) found in Chapter X: Human Resources, Article III, Selection Policies #10308 clearly delineates the process for the hiring of the college CEOs; no such Board Rule exists for the hiring of the chancellor. However, the Board used a clearly defined process in the hiring of the most recent chancellor which has yet to be codified. HR E-210: Performance Evaluation, College President/Senior Academic Executive clearly delineates the process for the evaluation of college presidents. Chancellor's Directive (CD) 122 provides for an evaluation process for the chancellor and the college presidents and is outlined in the executive contracts. The process provided for in CD 122, however, is not evidence of a Board policy. (Standard IV.C.3)

The Board holds regularly scheduled meetings that allow for public comment on general and specific agenda items. The Board holds meetings at the colleges as well as at the Education Service Center (ESC), where the chancellor and District's administrative offices are housed. At the Board meetings, there are opportunities for public comment in general or on specific agenda items. The Board uses the Legislative and Public Affairs Committee to engage discussion about issues related to the public interest. (Standard IV.C.4)

Board policies are codified in Board Rules and are available on the District website. The Board Rules establish the Board's role in establishing policy with the acknowledgement

that it has the ultimate responsibility for educational quality, legal matters, and financial integrity. The Board also has standing committees designed to ensure they are abreast of matters pertaining to its responsibility for financial integrity and stewardship of the District. (Standard IV.C.5)

The Board consists of seven members elected at-large for terms of four years. Elections are held every two years, alternating with three members being chosen in one election and four members at the other. The president and vice president of the Board of Trustees are elected by the Board for a one-year term at the annual organizational and regular meeting in July, and a nonvoting student trustee is elected annually by students for a one-year term beginning June 1. The student trustee has an advisory vote on actions other than personnel-related and collective bargaining items. (Standard IV.C.6)

Board Rule 2301 gives the Board general authority to establish rules and regulations that are consistent with law. This Board Rule also authorizes the Board to delegate rulemaking authority to LACCD officers (such as the chancellor), employees, or committees. Under Board Rule 2902, the Board expressly authorizes the chancellor to adopt and implement Administrative Regulations. BR 2418.12, adopted by the Board in February 2007, directs the chancellor to perform periodic reviews of the Board Rules, Administrative Regulations, and procedural guides. Administrative Regulation C-12, also adopted in February 2007, establishes that reviews and revisions will be conducted by staff on a triennial basis and the process to be used. While there was evidence that revisions to Board Rules were forwarded to the Board for approval, there was no evidence that the triennial reviews were communicated to the Board when no revisions were made. No evidence was found that there is any assessment or review by the Board of the policies for their effectiveness in fulfilling the District mission. (Standard IV.C.7)

As evidenced in its Board Rules, Chapter I, Article II, entitled the "Mission of the Los Angeles Community College District," the Board exercises oversight of the District's educational programs and has established an Institutional Effectiveness and Student Success (IESS) Committee to monitor the quality, integrity, and improvement of student learning programs and services. Through the Institutional Effectiveness and Student Success Committee (IESS), the Board of Trustees is kept regularly informed on key indicators of student learning and achievement. Additionally, Board agendas and minutes provide evidence of regular review of the colleges' academic quality and institutional plans. Cyclic approval of Educational and Strategic Master Plans; review of District wide completion data covering a six-year period with a focus on improving student success data and academic quality; and an annual review and analysis of the state's Student Success Scorecard, which reports major indicators of student achievement, is documented. (Standard IV.C.8)

Board Rule 2105 requires a formal orientation for new trustees. The last orientation occurred in June 2015 and included an overview of the functions and responsibilities of District Office divisions, conflict of interest policy, and the Brown Act. (Standard IV.C.9)

The annual process for regular self evaluations of the Board is delineated in BR 2301.10. The Board of Trustees has conducted its annual self evaluation during a public session in which they reviewed data results from the preceding year and established new annual goals. (Standard IV.C.10)

The Board is in compliance with establishing a policy on Board member code of ethics and conflict of interest with Board Rule 14000, Chapter XIV, and the implementation of these standards is captured in the 2013 Actionable Improvement Plan (March 19, 2013). This plan outlines specific actions that Board members should take to reinforce these standards and to demonstrate its support as a collective entity by adoption of its Code of Ethical Conduct. (Standard IV.C.11)

The Board sets policy with the delegation of responsibility to the chancellor and presidents for the execution of policies and procedures as well as day-to-day operational control of the District. Additionally, Board policy outlines the role of a trustee and identifies that “Authority is given to the Chancellor as the Trustees’ sole employee” with a pledge to “work with the Chancellor in gathering any information from staff directly that is not contained in the public record.” The chancellor’s job description as well as BR 2902 authorizes the chancellor to adopt and implement administrative regulations and delegation of authority to the chancellor and presidents to administer the institutions. The functional map outlines the lines of authority and responsibilities. (Standard IV.C.12)

The Board is extremely knowledgeable and fully engaged in all aspects of accreditation. The Board has been deliberate in its acquisition and application of knowledge on accreditation. Board members are aware of the importance of their role in the accreditation process. All Board members participate in ACCJC’s online training program on the topic. Meeting minutes document the formation of a Board ad hoc committee on accreditation in 2013 with the stated purpose of supporting all colleges participating in any aspect of the accreditation process. The Board has dedicated funds to support efforts and review any reports prior to submission to the Commission by any of the nine colleges. (Standard IV.C.13)

The constituencies at WLAC to include the administration, expressed they believed they have been supported appropriately by the District. They expressed the sentiments that the new administration as well as the Board of Trustees do not micromanage the college, and provide support in the appropriate areas i.e. facilities, budget.

Conclusions

The District meets Standard IV.C., except IV.C.3 and IV.C.7.

District Recommendations for Improvement and Compliance

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. (Standard IV.C.3)

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. (Standard IV.C.7)

STANDARD IV

Leadership and Governance

Standard IV. D – Multi-College Districts or Systems

General Observations

The Los Angeles Community College District (LACCD) is a complex, multi-college system comprised of a District Office, which houses the chancellor, senior administrators and District classified professional staff, as well as nine comprehensive community colleges that provide services in 40 cities and communities and cover an area of more than 882 square miles in the greater Los Angeles basin.

In total, the District has 46 District wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All governance councils and committees maintain agendas and meeting summaries/minutes on the District website.

In previous years, operations of the District Office, now referred to as the Educational Services Center (ESC), were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made by District personnel. Operations subsequently have been increasingly decentralized. Colleges have been given considerable autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Diligent work by the institution has clarified functions and delineated areas of responsibilities between colleges and the ESC. Original recommendations regarding role delineation and decision-making processes in 2009 were resolved, and, by 2012, the District was commended for its work in this area. The ESC continues to evaluate these delineations on an ongoing basis.

In 2011, the District began a review of the budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayments. In 2012, the District developed and approved a new, well-defined allocation model that appears to be understood widely across the institution.

In the 2012 accreditation visit to the colleges, the District received a recommendation to adopt and fully implement an allocation model for its constituent colleges that addresses the size, economies of scale, and the stated mission of the individual colleges. By 2013, the recommendation was resolved, and the District received a commendation for its effort as well as for its transparent and collaborative process.

Findings and Evidence

The chancellor demonstrates his leadership and communication by various means. Evidence has shown that the chancellor communicates with all employees of the District

about educational excellence and integrity through two publications posted on the District website: *Synergy* and *Accreditation 2016*. He leads a variety of meetings in which he communicates his expectations for excellence as well as reviews and discusses roles, authority and responsibility between colleges. These meetings include Chancellor's Cabinet, Presidents' Council, and meetings with faculty and classified leadership. In addition, he leads and meets with a variety of District committees in which he articulates and provides leadership for the effective operation of the District as a whole and of individual colleges. The Board of Trustees has approved a District/college functional area map, developed in consultation with all major stakeholders across the District. The functional map clarifies the structure of District administrative offices and their relationship to the colleges, aligns District administrative functions with Accreditation Standards, and specifies outcome measures appropriate to each function identified. (Standard IV.D.1)

The chancellor directs the ESC staff to ensure the delivery of effective and adequate District services to support the mission of each college. In addition to outlining the operational responsibilities and functions of the District Office, the 2013 *District Governance and Functions Handbook* details the District wide governance processes. The chancellor ensures effective and adequate District services in support of the colleges by requiring the ESC divisions to conduct an annual program review. As documented in the ESC Unit Program Review Guide, the ESC divisions monitor Service Area Outcomes (SAOs) with clear links to District-level goals and consider their main contributions to the mission of the colleges, goals, effectiveness, and/or student achievement or learning. In addition, an Educational Services Center User Survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including District managers, deans, directors, vice presidents, and presidents participate in the survey. A review of the ESC program reviews reveal that all ESC divisions have completed at least one cycle of program review. Data from the ESC User Survey was disaggregated and used to identify strengths and weaknesses, receive feedback on the effectiveness of their services, and gather suggestions for improvement. Divisions with identified areas for improvement create plans to improve their services and strengthen their support of the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in spring 2015. As documented by the *District Governance and Functions Handbook*, the District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, District Academic Senate (DAS) representatives, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the chancellor, and (3) review quarterly District financial conditions. (Standard IV.D.2)

In 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. DBC Minutes show that a review of other

multi-college District budget models and policies was also conducted. This review led the District to adopt a model that established minimum-based funding. The Board of Trustees approved Phase I of the new allocation model in June 2012. This phase focused on the annual allocation of resources. During spring 2013, the District worked on Phase II, which covered the review of college carryover funds, reserve balances, college growth formula and college debts, and operating deficits. DBC minutes from September 18, 2013, show that these changes were all reviewed and discussed at the DBC and approved by the Board of Trustees at their October 9, 2013.

The allocation model begins with an annual base allocation to fully fund minimum administrative staffing for each college. In particular, the base allocation includes funding for the following positions: the president, vice presidents, an institutional research dean, a facilities manager, and a number of deans (based on size of the college). In addition, the base allocation includes Maintenance and Operations costs based on an average cost per-gross-square-footage (currently \$8.49/square foot). After allocating the minimum base allocation, all remaining revenue (with a few exceptions, such as international student revenues) is distributed based on the each college's proportion of the funded FTES for the District. In the event that a college suffered a reduction in funding due to the new model, provisions for transition funding are included in the model. The model also provides charges for Central Accounts, Educational Services Center functions, and appropriate reserve levels at both the District and the colleges. The colleges can retain up to five percent of their year-end balances of the prior year Unrestricted General Fund budget, excluding the prior years' carryover funds. The model also includes provisions regarding how colleges with prior-year over-expenditures can pay off the debt. The model was included in the 2014-15 Final Budget of the District as Appendix F, and implementation of the model can be tracked in the 2015-16 Final Budget. As of the end of the 2014-15 year, there were five colleges with a total debt of \$19.2 million owed back to the District for prior-year over-expenditures. The colleges continue to express concerns regarding the handling of outstanding debt. (Standard IV.D.2-3)

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open-order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets. The District has established effective policies and mechanisms to control expenditures. The District website has detailed monthly expenditure reports for the District and the colleges to assist with tracking, monitoring, and maintaining budgets, financial commitments, and expenditures. The colleges and District financial reports are reviewed by staff and are submitted to the Board of Trustees. Evidence in the self evaluation illustrates that college presidents have full responsibility and authority to conduct their work without interference from the chancellor. College presidents have full authority in the selection and evaluation of their staff and management team. (Standard IV.D.3)

The framework for CEO accountability is established through annual goal-setting between the chancellor and each college president. College presidents then complete a

yearly self evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if necessary, reassignment or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. College presidents are also given full authority over their budgets and in allocating resources at their campuses. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” (Standard IV.D.4)

The LACCD Strategic Plan Vision 2017 (DSP) was created collaboratively among key constituent groups, with interviews confirming that faculty members, classified staff members, and administrators had ample opportunity for input. While written after the college strategic plans, the DSP generally integrates all of the college strategic plans by establishing a common framework through four overarching goals. The most consistent alignment, however, occurs through the annual Institutional Effectiveness Reports that are reported to the Board of Trustees. Using a standard report template and common metrics and data sources developed collegially by the District Planning and Accreditation Committee (DPAC), the colleges map college goals to the District goals, compare their progress against the District as a whole in their reviews, and provide an analysis of strengths and weaknesses in accomplishing planned objectives. These assessments, in turn, inform the Board of Trustees’ annual goals as well as future college and District planning priorities. Interviews and a review of District Budget Committee (DBC) minutes show the existence of integrated financial planning within the District. Incorporating college and District-level enrollment projections, the colleges and District jointly establish District wide FTES targets for the upcoming academic year in the spring semester. These targets are reviewed by the chancellor, the District Budget Committee, and the Board Budget and Finance Committee prior to final adoption of the budget in August of each year. (Standard IV.D.5)

The District Budget Allocation Model utilizes these FTES projections and additional revenue streams to allocate funds to the colleges as well as to the Educational Services Center (ESC). In March, the colleges and the ESC develop budgets that reflect their planning and institutional priorities. Prior to adoption, college and ESC budgets are reviewed by the Board Budget and Finance Committee to ensure that priorities align with the DSP, Board goals, and the chancellor’s recommendations. The colleges and the District monitor revenue and expenditure projections throughout the year and have the ability to update financial plans and FTES growth targets. The District chief financial officer, college representatives, and ESC staff members meet on a quarterly basis to review revenue and cost projections and discuss adjustments or actions needed to maintain their alignment. (Standard IV.D.5)

The Technology Planning and Policy Committee (TPPC) coordinates the activities of several District-level, technology-related advisory groups and provides a forum for consultation on all technology-related issues. The TPPC developed the District Technology Plan, which created a framework of goals and a set of actions to guide

District wide as well as technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. In addition, the TPPC serves as a clearinghouse for all policy issues related to District wide technology systems (e.g., updates on the SIS development). (Standard IV.D.5)

District/college integrated planning also occurs during operational planning for District wide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive District/college collaboration, coordination with centralized District service units, and interaction with various District-level committees. Interviews during the visit confirmed intra-District discussions that impacted integrated planning had occurred during the Council of Academic Affairs, Council of Student Services, the District Academic Senate, Student Information System Development Team, and the District Research Committee. (Standard IV.D.5)

Various mechanisms are used to evaluate the effectiveness of District/college integrated planning. The Biennial District Governance and Decision-Making Survey is used to assess budget development and resource allocation, enrollment management, FTES, and facilities planning as well as the governance process as a whole. With the assistance of the Educational Programs and Institutional Effectiveness (EPIE) division, DPAC has analyzed three years of the survey (2010, 2012, and 2014) to look at trends and develop improvement plans based on the data. District-level planning and policy committees assess their effectiveness through annual committee self evaluation reviews. In its 2015-16 work plan, DPAC is charged with systematically reviewing these self evaluations and the Council will be making recommendations for improvement to the committees. Lastly, the ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit. A review of DPAC minutes as well as interviews with DPAC co-chairs and the vice chancellor of educational programs and institutional effectiveness provide evidence that the District regularly reviews its processes and provides opportunities for dialogue among key stakeholders. (Standard IV.D.2, IV.D.5, IV.D.7)

A considerable amount of communication occurs between the nine colleges and the District. In total, the District has 46 District wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. Seven District wide executive administrative councils meet monthly: (1) Chancellor's Cabinet; (2) Council of Academic Affairs; (3) Council of Student Services; (4) District Administrative Council; (5) Executive Committee of the District Budget Committee (ECDBC); (6) Human Resources Council; and (7) the Sheriff's Oversight Committee. (Standard IV.D.6)

Four District-level governance committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the president and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of the District and colleges. (Standard IV.D.6)

In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in fall 2012. The District planned to implement a new intranet site in December 2015 to improve employee access to Educational Services Center divisions, units, and services; however, as of the evaluation visit, the intranet was still in the latter stages of implementation. Information Technology maintains 78 active listservs. These listservs include the District wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each listserv has a coordinator/owner charged with maintaining an accurate list of members. Interviews during the visit revealed that while subscriptions to the listservs are typically comprised of members to the committees and councils, the subscriptions are open to any interested employee of the District. (Standard IV.D.6)

Results from the Biennial District Governance and Decision-Making Survey and discussions with representatives from key stakeholder groups, however, indicate concerns over effective communication about District decision-making bodies. In all three years of the survey, over half of respondents (58 percent in the most recent survey) said decisions made through participatory governance at the District level are not communicated effectively to all affected stakeholders. Moreover, among the most frequently mentioned concerns about District participatory governance across the three survey administrations has been a “lack of communication or transparency” and “insufficient representation or unbalanced participation from stakeholders.” Responding to the results in the survey, the Educational Programs and Institutional Effectiveness (EPIE) division and DPAC members co-presented a workshop at the annual DAS Summit in September 2015. The workshop addressed District wide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. On the other hand, there was no evidence of workshops with members of the classified staff or other stakeholder groups. (Standard IV.D.6)

In 2009, the District Planning and Accreditation Committee (DPAC-formerly called the District Planning Committee or DPC) developed a District Governance and Decision-Making Survey and administered it in 2010. The DPAC implemented a cyclical process for system-level evaluation and improvement. The evaluation cycle has been

institutionalized and District processes have been revised in support of institutional effectiveness as indicated in the development of new intranet sites for committee communication (Standard IV.D.7)

With assistance from the EPIE division, DPAC established an annual self evaluation process for all District governance committees. These common self-assessments document the accomplishments, challenges, and areas for improvement for the committees during the prior year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to committee function. Minutes confirm that DPAC reaffirmed their responsibility to ensure self evaluations are conducted by District governance committees, results are posted online, and that they are used to improve committee effectiveness. (Standard IV.D.7)

Role delineations are evaluated during the regular review of functional area maps. Revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional area maps were expanded and revised in 2015 and are currently under review prior to finalization. (Standard IV.D.1, IV.D.2, IV.D.7)

The *District Governance and Functions Handbook* is regularly reviewed and updated by District stakeholders under the coordination of the DPAC. A section of the handbook describes all District wide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: District wide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are currently in process as shown in DPAC minutes of November 20, 2015. (Standard IV.D.7)

The constituencies at WLAC were supportive the District governance processes. Some of the issues that are impacting the other colleges in the District appear to not be an issue at WLAC.

Conclusions

The District meets the requirements outlined in the Standards for multi-college districts.

The chancellor clearly and appropriately delegates authority and responsibility to the college presidents and communicates expectations for educational excellence and integrity to the District community. The District has made consistent progress in detailing areas of responsibilities, creating administrative and governance decision-making processes, and evaluating these functions and processes regularly for continuous quality improvement. Clear evaluation processes for the services provided by the ESC have been established and institutionalized. In recent years, the District, in collaboration with the colleges, has created a completely new resource allocation model in order to adjust the differential impact of fixed operating costs on the colleges based on size. In addition to the Budget Allocation policy, the District also adopted new District financial

accountability policies to help control expenditures and maintain fiscal stability. Both policies include provisions that identify processes for regularly evaluating the budget allocation model.

While college planning drives the overall planning in the District in a decentralized model, the District has provided frameworks and decision-making processes that maintain alignment across the District. In particular, the annual Institutional Effectiveness Reports given to the Board of Trustees' Institutional Effectiveness and Student Success Committee provide excellent examples of integrated planning in the District. The District has been especially diligent in providing formalized mechanisms for evaluating its decision-making processes and services using data and collegial feedback for continuous quality improvement. In the future, evaluations of the decision-making process should include analyses on the effects of decentralization on institutional excellence.

Given the complexity and size of the institution, as well as the decentralized nature of the decision-making process, the efforts of the District and colleges to collaborate and work collegially to support student learning and achievement are noticeable and commendable; however, unique challenges for effective and widespread communication about District wide decisions remain. The District should continue to address these communication gaps, particularly among classified professionals.

The team commends the District for its commitment to continuous quality improvement by building evaluation loops for all its services, decision-making processes, and institutional performance.

District Recommendations for Improvement and Compliance

District Recommendation 12 (Improvement): In order to increase effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (Standard IV.D.6.)

Quality Focus Essay Feedback

The West Los Angeles College (WLAC) Quality Focus Essay (QFE) provides a thorough description of the College's chosen Action Projects (AP), which aligns well with the findings of the visiting team. Through an intentional focus on continuous improvement and integrated planning, WLAC has developed an effective process for identifying areas for improvement. By embracing the guiding principles of a Self-Aware Institution and Learning College, the proposed APs have also been laid out in a deliberate manner that will allow WLAC to fulfill its mission more effectively.

The College chose to focus efforts on 1) Institutional Effectiveness, 2) Outcomes Assessment, and 3) Professional Learning. While these three interconnected areas impact all aspects of WLAC, they have the most significant potential for impact in the areas of teaching and learning. The process of allowing the APs to arise from the work of the Accreditation Steering Committee review of progress in writing the self study builds strong connections between the Accreditation Standards and the proposed plans for improvement. Incorporating multiple opportunities for discussion amongst and feedback from the broader campus community also builds crucial buy-in for the selected APs. Finally, the work of the QFE Workgroup resulted in a well-developed and clearly articulated set of goals, anticipated outcomes, progress indicators, responsible parties, and timelines.

The table demonstrating alignment between the APs, each anticipated outcome, and the Accreditation Standards was particularly helpful. As the visiting team identified recommendations to improve institutional effectiveness, they were often already identified in the QFE, and this supported the notion of WLAC as a Self-Aware Institution.

The variety of tables and narrative descriptions of the individual APs were presented in a way that allowed the visiting team to develop a more thorough understanding of the College's plans. The timeline, which calls for at least initial implementation of each AP step by the end of the 2016/2017 academic year, seems ambitious. However, the interconnectedness of the plan should help WLAC implement these actions within this timeframe. Additionally, the identification of Professional Learning Communities as the intersection of the three APs provided a strong understanding of the relationship between these three areas and the unified approach that will be used to implement the plans.

Overall, the QFE presents a willingness to examine current practices, identify areas for improvement, and develop realistic and comprehensive plans to strengthen current practices at WLAC. The fact that the findings of the visiting team's recommendations support the identified APs provides further evidence that the College engages in continuous quality improvement practices in an effective way.