



Los Angeles Community College District
Responses to ACCJC Visit: March 7-10, 2016

Submitted by:

Los Angeles Community College District
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Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Introduction

Community colleges are held to high standards of student success and institutional performance, and being accredited is an integral part of assuring quality and public trust. As we prepared for the 2016 districtwide accreditation, we embraced the accreditation process and professional self-regulation as an opportunity to refine and improve our institutional processes and ultimately the educational outcomes of our students.

The Los Angeles Community College District's commitment to student success and excellence is recognized by the ACCJC. Our accreditation is a reflection of LACCD's continued tradition of providing quality instruction and support services that allow students to pursue and achieve their educational goals. At the Los Angeles Community College District, we are fully committed to meeting these high standards and view the accreditation process as an opportunity to affirm what is going well and an opportunity to improve.

LACCD is dedicated to ongoing improvement of its organizational structures and student programs. The District's mission recognizes the responsibility to provide access to the highest quality higher education opportunities to all students attending its nine colleges. The District's vision calls for us to take the lead on key national issues of student success and institutional effectiveness.

The District and each College view the process of accreditation as part of these improvement efforts. The results of the recent comprehensive site visit have allowed the District to have a more focused understanding of the ways in which improvements can be made to better support the colleges, students and communities. To this end, the District has embraced the findings of the visiting teams and has worked expeditiously to address each potential recommendation.

During the visit, the Educational Services Center (ESC) team took note of each area of concern and needed improvements. Immediately following the site visit, senior staff has taken initiative to address all areas in need of improvement. This work has been ongoing through the last few months and has included working with the colleges to support them in their efforts to do the same. The following information represents the substantial work that has already been completed as well as the planned efforts that will completely address each potential recommendation.

Recommendations for Compliance

There were several recommendations related to processes used to select and evaluate employees in the District. The Human Resources Division (HRD), under the leadership of the Vice Chancellor of Human Resources, has worked to develop a plan for fully addressing the recommendations expeditiously. These efforts have included working with the District's labor partners to ensure that all actions meet obligations agreed to through collective bargaining.

District Recommendation 1 for 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)

The HRD has developed a plan to significantly enhance its role in the adjunct recruitment process. The complete plan (Appendix 1: Adjunct Recruitment Process) includes the development and maintenance of a centralized web-based adjunct recruitment site. The site will be used to develop adjunct applicant lists for dissemination to the colleges and other district hiring locations. HRD will develop adjunct posting templates for use by hiring locations. The templates will include duty statements and will be accompanied by a style guide to ensure conformity in the appearance of postings. The new process will ensure a consistent process for the recruitment and selection of adjunct faculty.

The HRD will revise the adjunct hiring HR Guide with the new adjunct recruitment process to ensure that the process yields the most diverse and highly qualified lists of applicants. The revised process set forth in the HR Guide will also incorporate the committee screening of applicants, the committee interview of applicants, the inclusion of an EEO representative on the screening and interview committees, a specified minimum number of applicants to be interviewed, and the inclusion of a teaching demonstration in the interview process. A planned timeline has been developed to ensure the production of adjunct applicant lists for use in Fall 2017 adjunct hiring.

District Recommendation 2 for 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)

In order to meet the recommendation, the HRD will improve the processes for conducting and tracking evaluations. Planned improvements (Appendix 2: HRD Planned improvements) include increasing the usability of forms by creating fillable forms with electronic signatures and automated approval process/workflow. This process will ensure that the HRD tracking of employee evaluations completely matches the local college records. The District SAP Performance Management module will be implemented to assist with tracking and monitoring of evaluation completion rates. The District will also refine the existing EASY (evaluation alert system) reports for college administration to report out completion rates by employee groups and by manager. These reports will be used in the evaluation of managers and supervisors to increase accountability for the completion of their respective evaluation forms. Planned improvements will be rolled out over the next year with most major revisions occurring in Summer 2016.

District Recommendation 3 for Compliance

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)

The HRD is currently working with collective bargaining groups to add Student Learning Outcome (SLO) and Service Area Outcome (SAO) language to the Dean job description, job duty statement, and evaluation form to include measures as set forth in Accrediting Commission for Community and Junior Colleges (ACCCJC) Standard III (A.)(6). The Memorandum of Understanding (MOU) (Appendix 3: MOU Teamsters Assessment Evaluation) between the District and union has been drafted to address the evaluation form. The union is currently reviewing the MOU with a response expected in early Summer. The development of revised job descriptions and job duty statements will be addressed with the union in the upcoming months. All unrepresented management and executive level administrators will immediately have SLO and/or SAO integrated into the evaluation process.

District Recommendation 4 for 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)

The District IT Department and the College IT departments have developed a plan that will create a standardized remote backup service shared by all nine Colleges. This plan allows for the deployment of standardized backup technology that includes all electronic records and materials housed at the colleges that are not already maintained through the Educational Services Center's backup system. The plan is currently being proposed for one-time and ongoing funding that is needed to complete the project in six to eight months. (Appendix 4: LACCD Remote Backup Proposal)

District Recommendation 5 for 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)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was already implemented prior to the team arriving and will be validated in the next audit cycle, scheduled to begin in August 2016. As of November 2015, the District had implemented all the steps to fully address the audit findings related to information technology controls. A preliminary external audit test showed full compliance. Status is "Partially Implemented" until a regularly scheduled full test by auditors for the current year is completed in the Fall of 2016.

The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer that allowed District IT to develop and improve the process. During this last year the District IT team evaluated and defined IT internal controls to refine and establish the list of users who should have administrative and other elevated (Super User) access within SAP. The internal examination included reviews of roles and the implementation of processes and procedures to segregate duties. Additionally, District IT established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user's job responsibilities.

Past corrective action plans related to the TBA hours audit have included training with no changes in internal procedures. The current corrective action plan (Appendix 5: TBA Validation Process) involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval. The plan includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District will assume the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment. Additional training on the new processes will be provided to CIOs, CSSOs, Scheduling Deans, and Admissions and Records staff.

District Recommendation 6 for 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)

Each College will now submit the load banking assignments approved at the college level to the HRD for development and maintenance of an internal districtwide database. The HRD will work with Payroll and Accounting staff to determine the financial liability resulting from each assignment and Accounting will record these liabilities in the District's financial statements. This process ensures that all liabilities related to load banking are accounted for. The Educational Services Center is in the process of analyzing past load banking approvals to calculate the current liability.

District Recommendation 7 for 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)

The Board Rule for the selection and evaluation of the Chancellor was submitted for notice at the May 11, 2016 Board of Trustees' meeting and will be approved at the June 8, 2016 Board meeting (Appendix 6: Board Agenda; Appendix 7: Revised BR Chapter 10 Article 3).

District Recommendation 8 for 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)

The current review model includes a review of Board Rules by staff on a three year cycle with only those changes being recommended going to the Board. The Board only reviews proposed changes. BR 2418.12 calls for the Chancellor to develop a process for regular and systematic review of Board Rules and Procedures. Chancellor's Directive C-12 was revised and put into effect on May 11, 2016 (Appendix 8: C-12 revised). The revised procedure calls for all Board Rules that have been reviewed to be sent to the Board. Those with no recommended changes will now be reviewed and reaffirmed by the Board. Those Board Rules reviewed by staff in the past three years with no changes recommended will be placed on the Board agenda as a compendium for review and reaffirmation by the Board. Furthermore, the District is embracing this recommendation and using it as an opportunity to shift models to one that can be more readily understood and used at the college level. Each Board Rule will now be reviewed with the intent of separating out procedural content, thereby simplifying the Board Rules and further aligning Board Rules with Administrative Procedures.

Recommendations to Improve Institutional Effectiveness

District Recommendation 9 for 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)

The District Information Technology team, in consultation with the Director of the Personnel Commission, Vice Chancellor for Human Resources, the Chief Financial Officer, the Vice Chancellor for Finance and Resource Development and the Deputy Chancellor, has developed a plan (Appendix 9: Position Control Plan) for programming SAP, the District's financial system, to implement position control and personnel costs. IT staff has been identified to begin work on the project. The strength of the proposal lies in its use of existing technology and adapting current procedures to increase control and track budget and personnel costs. The Preliminary plan is being reviewed to develop a finalized timeline for full implementation by Spring 2017.

District Recommendation 10 for 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)

The District Chief Financial Officer/Treasurer is reviewing the response provided to the previous OPEB recommendation that was accepted by the ACCJC. In March 2012, East Los Angeles College, Los Angeles City College and Los Angeles Trade-Technical College submitted follow-up reports that include the District response to OPEB liabilities (Appendix 10: ELAC Midterm Report to ACCJC). In July 2012, the Commission reported that “the District recommendation to address post-retirement health liabilities was addressed in employee group negotiations and governing board actions” (Appendix 11: ACCJC Response to LATTC).

By GASB 45 regulation, and in keeping with good business practice, every two years the District engages an actuarial firm to update the OPEB obligation data in order to comply with the District plan to fully fund the obligation in 30 years and to assure its employees this benefit is adequately funded. The two year review is currently underway and the actuarial firm will soon complete its work and report to the District.

The current annual funding formula calls for \$23.5 million for current retiree liabilities and \$6.5 million in pre-funding for future retirees. Although yet to be determined based on the actuarial report, it is likely the District will need to further consider its OPEB planning in order to reach its goal to fully fund the obligation within a 30 year period. As a result, several strategies have been identified for addressing the OPEB challenge. These include increasing funding toward OPEB liabilities, working with labor units to modify benefit options, developing cost containment strategies, and generating additional annual returns through increased contributions to the OPEB irrevocable trust, or a combination of these strategies. The District will work to complete these discussions during the 2016/2017 fiscal year and develop a plan to fully fund OPEB obligations within the targeted 30 year period.

District Recommendation 11 for 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. (Standard IV.A.5)

The District has four Governance Committees, three of which already have membership from all constituent groups and consistent participation. Following the accreditation visit, the District Planning and Accreditation Committee met to review its charge and membership. Through this process, the committee has been split to the District Planning Committee and the Accreditation Committee. The District Planning Committee will focus on the development of the new District Strategic Plan, tracking the implementation and success of the plan and evaluating governance districtwide (Appendix 12: DPC Plan). The newly developed District Planning Committee will have classified and student representatives added to the membership to include a more diverse and representative perspective on issues related to District planning. The plan has been approved by the committee and the District Academic Senate. The revisions to the charge and membership will go into effect in June 2016. The Student Success Committee is not a governance committee, but is in the process of reviewing its charge and membership. Recommendations are expected on these changes in June 2016.

District Recommendation 12 for Improvement

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)

The District has fully implemented its intranet site to further communication amongst and between groups. Training has occurred to prepare the Division of Educational Programs and Institutional Effectiveness to maintain the governance site, including schedules, agendas, minutes and materials (Appendix 13: SharePoint Training). The implementation team reviewed the site capabilities and has requested the site be changed to allow sign-in from offsite locations to make it more user-friendly. Each governance committee will send out regular reports on actions taken at the meetings. A repository of Committee recommendations and implementation plans is being developed and will be housed on the intranet site.

The District is also evaluating and revising the governance structure to improve communication and flow of information between constituent and governance groups (Appendix 14: Draft Consultation Structure). The revised processes will enable a better flow of communication and recommendations between consulting groups and create a venue for collaborative dialog resulting in continuity of information and enhanced expediency in the consultation process. The proposed structure has been submitted to the District Academic Senate for review. The newly hired District Director of Communications and External Affairs is also meeting with District and College staff to determine ways to improve communication through website redevelopment and rebranding.

LACCD College Responses

The Los Angeles Community College District is pleased with the overall results of the accreditation visit in March 2016. The anticipated Commendations and report narrative showed the District and the nine Colleges functioning well together with a focus on institutional quality and improvement. The entire District works collectively to address all accreditation Recommendations. Under the leadership of the College presidents, their administrative staff and faculty leaders, all Colleges have begun work to address the findings from the site visits and possible Recommendations. Many of the anticipated Recommendations were already included in the College Quality Focus Essays (QFE) and Improvement Plans.

As such, in many cases, the work has already led to completely addressing the Recommendations and satisfying the Accreditation Standard. Other Recommendations will be remedied in the near future with concrete action plans for improvement. The District is in full support of the College efforts and will continue to identify ways to support addressing the College Recommendations. While each College will provide a specific response to the Commission, the following summarizes the excellent work to date conducted by each College of the LACCD.

Los Angeles City College

The College has been working on all six Recommendations focusing on distance education, communication, student learning outcomes, enrollment management and budgeting as areas of emphasis. To increase the effectiveness of the distance education program, the College is expanding the DE Committee, appointing a faculty DE coordinator, revising its DE Plan, expanding DE professional development, and implementing more effective DE evaluations. The College is completing its annual summary of improvements resulting from governance committee recommendations, and will increase reporting on campus survey results and other relevant data through its existing College publications. The College is strengthening the alignment of learning outcomes at the course and

program level, and the Academic Senate passed a syllabus template that will be used to generate an addendum for every College section that includes the approved course-level student learning outcomes. College leadership is working to revise the enrollment management plan, with an emphasis on providing essential courses, and developing a new proposal for debt repayment to be presented through the District Budget Committee.

East Los Angeles College

The College has been working on all seven Recommendations focusing on student learning outcomes, tracking goals, nursing accreditation, professional development, offsite planning and technology planning as areas of emphasis. The College has already been working on these areas and is embracing the Recommendations with a focus on data and dialogue. The College will be launching a new student learning outcome platform that will allow for the evaluation of disaggregated student data. This data will be tied into a cycle of evaluation that includes general education, institutional learning, student service and administrative service outcomes.

Departments will produce a brief report indicating progress in the 3-year CLO cycle. The College is continuing to work with the Board of Registered Nurses to implement the action plan for improved program outcomes. Efforts are underway to align planning with the offsite South Gate Educational Center, to complete a substantive change report, and to integrate the planning and program review processes with technology needs. The College is also launching a year-long effort to evaluate professional development needs and the quality of the existing program.

Los Angeles Harbor College

The College has been working on seven Recommendations focusing on student learning outcomes, program review, professional development, distance education, technology support services and budgeting as areas of emphasis. All disaggregation of Institutional Student Learning Outcomes (ISLO) data by age, gender, and ethnicity was conducted in February 2016 as part of the College's third cycle of assessment. The College has charged the assessment committee to review the tools and processes currently used for six-year program review. The comprehensive program reviews are scheduled to be integrated into the college's planning, decision-making, and resource allocation processes by Fall 2016. The professional development committee is currently formulating an integrated 2016-2017 Professional Development Plan that coordinates current efforts, ensures that FLEX days include topics of interest to faculty and staff, and creates new activities that bring the campus members together. As the College transitions to a new LMS (CANVAS), the distance education coordinator is developing an extensive multi-tiered faculty training program. The distance education committee continues to work with student support services to provide additional web-based information for online students. A new IT organization structure with revised job titles and responsibilities was presented to and approved by the College shared governance committees. The College President will collaborate with the District Budget Committee and the Vice Chancellor of Finance and Resource Development to develop solutions to resolve the debt obligation.

Los Angeles Mission College

The College has been working on four Recommendations focusing on planning documentation, student support services, evaluation of learning support services, technology needs assessments, website updates and personnel evaluations as areas of emphasis. Following the timeline of action outlined in the Quality Focus Essay (QFE), the College has established a college-wide Integrated Planning Committee and convened the first Integrated Planning Committee meeting May 17, 2016. The new Vice President of Student Services has been working diligently to address the activities and goals detailed in the QFE, including the development of leadership opportunities, needs assessments, updating service area outcomes and the integration of staffing requests into the planning processes. The College developed a plan and evaluated all learning and tutoring center services and is using the results of the

evaluation to improve these services. The College has initiated a process to update all instructional websites making them consistent with College policies and procedures and has uploaded the current academic calendar to the catalog. The College has established policies and procedures with the concurrence of the respective Bargaining Units to have the evaluations of academic administrators and part time faculty include the responsibility for learning outcomes assessment in order to improve teaching and learning. The College has assessed the technology needs of the college by collecting data from users and has analyzed these data to revise the Technology Master Plan and the Technology Replacement Plan.

Los Angeles Pierce College

The College has been working on three Recommendations focusing on technology resources, enhancements to the review of the mission statement process, development of a comprehensive professional development program, student learning outcomes integration with planning and resource allocation, further disaggregation of distance education data, and increasing active student participation in governance and decision-making.

During the resource allocation process for fiscal year 2016, the College approved \$200,000 in ongoing funds to initiate a technology refresh cycle. In addition to those ongoing funds, the College has committed \$285,000 in one-time funds to repair and replace equipment. In response to the need for increased staffing in the Information Technology Department, seven (7) permanent new positions have been funded, two have been hired, interviews have been scheduled for four positions, and the seventh position is awaiting approval by the Personnel Commission.

The entire integrated planning process is scheduled to be evaluated in Fall 2016 as part of the preparation for the review and revision of the mission statement and development of the next strategic plan to be implemented beginning Fall 2017. Efforts to continue aligning all student outcomes processes with the four-year integrated planning processes will be assessed as part of that evaluation. According to the College's approved integrated planning calendar, the mission statement will be reviewed and revised, if necessary, during the 2016-2017 academic year prior to the revision of the strategic master plan. During that review process, the College will address the improvement Recommendation to broaden the constituent participation in the mission review. As described in the Quality Focus Essay, the College is engaged in improving and expanding professional development college-wide. Beginning in Summer 2016, the Office of Institutional Effectiveness will further disaggregate distance education data to include both institutional retention data as well as retention by programs. Additionally, the College plans to compare face-to-face and distance education student learning outcomes and review equity gaps at the course level. The Office of Student Engagement, which is now staffed by a dean and a faculty counselor, is developing and implementing programs to grow students' connections to the College. This includes ongoing efforts to increase student participation in all governance, planning and decision-making processes.

Los Angeles Southwest College

The College has been working on nine recommendations focusing on integrated planning, library, evaluation of student support services, evaluation of contracted services, evaluation of personnel, and maintenance and operations areas of emphasis. The College has already made significant progress with the approval of a new College mission statement by the College in May and the Board of Trustees in June 2016. The Dean of Institutional Advancement has already begun the process of revising the educational master plan which will serve as the basis for the integrated planning process. A Memorandum of Understanding between District and union has been drafted to address the evaluation form and will be implemented when approved by the College. The new Vice President of Student

Services is working with the campus to determine the need for additional support services and the satisfaction with existing services.

The College is hiring two additional librarians, which will allow the College to refine its content development processes and extend operating hours. The College is working with the District to address the issues related to maintenance and operations. The College is implementing a settlement agreement which has been reached with the Faculty Guild to ensure improved cleanliness of restrooms, continued maintenance of equipment and climate control systems, and enhanced safety protocols. The College is also working with its Maintenance and Operations staff to increase use of the work order system for improved response to reported concerns and is working with the Work Environment Committee to further address any noted issues.

Los Angeles Trade-Technical College

The College has been working on recommendations for compliance and improvement focusing on assessment of program outcomes (program learning outcomes and service area outcomes), Institution-Set Standards (ISS), disaggregating data, course syllabi, Gainful Employment, program review, library usage, and evaluation of personnel as areas of emphasis. Following the College's assessment processes and timeline for the College's current cycle of Fall 2013-Spring 2016, the College completed all outcomes assessments by June 2016. The LATTTC Assessment website was updated to reflect the completion status of all 93 program and 32 service area outcomes assessments. On March 15, 2016, the Educational Policies Committee voted to recommend the revision of the ISS, which was approved by the Academic Senate on April 12, 2016. As indicated in the Quality Focus Essay, eLumen will be used to improve the collection of disaggregated student assessment data. Upon receipt of the Draft External Evaluation Report, academic dishonesty statements have been reviewed in all College publications and will be discussed campus-wide on June 7, 2016. Gainful employment information is currently incorporated in the *LATTTC Program Fact Sheet* and will be incorporated into the 2016-18 *LATTTC College Catalog*, which is scheduled for publication in June 2016, to make the information more accessible. Since 2009, all LATTTC programs complete program reviews each year. The College launched the current program review cycle at a college-wide forum called Faculty Effectiveness and Engagement Day, which took place on February 25, 2016. An analysis of Library usage will be completed by June 2016. The College is now track to have 100% of personnel evaluations completed by June 2016.

Los Angeles Valley College

The College has been working on four Recommendations focusing on student learning outcomes, transfer-credit policy, total cost of ownership, and professional development as areas of emphasis. The College is piloting disaggregation of student learning outcome results in eLumen. Per the Quality Focus Essay, the College is implementing tools to increase the accessibility and understanding of data by providing training to campus users. The College's "Transfer of Credit Policy" has been moved to a more prominent location on the college's website and will be more clearly identified in the next printing of the catalog. As an element of the Quality Focus Essay, the Facilities Planning Committee and Work Environment Committee will discuss how to prioritize existing and future resources as a component of its total cost of ownership model. As indicated in the QFE, the Professional Development Inquiry Group (PDIG) will follow up on the College's February 26, 2016, Professional Development Summit by creating a plan to begin implementation of suggestions by the attendees. The PDIG will also ensure that staff is included in the "Teaching CORA Men of Color" (CORA is the Center for Organizational Responsibility and Advancement) training soon to be offered by the College. In addition, the primary shared governance committee, the Institutional Effectiveness Council, will determine which committee the Classified Staff Development Committee should report to so they can be integrated into the College's governance structure.

West Los Angeles College

The College has been working on four Recommendations focusing on data and program review, student learning outcomes, distance education, and the administrative structure as areas of emphasis. The Office of Research and Planning (ORP) provides disaggregated course-level data in print for the purposes of annual Program Review and discusses disaggregated course-level data at Divisional Council, Division meetings, Student Success Committee meetings and in the Achieving the Dream Annual Report/Reflection. In response to the preliminary site visit report, ORP added the disaggregated course-level data to the Program Review website in March 2016. In April 2016, the Curriculum Committee established a faculty workgroup to develop and implement a process to include customized, course-specific syllabus templates that align to the course outline of record (COR). Each course syllabus template will be integrated as an addendum within the COR and accessible to faculty via the Electronic Curriculum Development (ECD) District website. At the time of the site visit, all DE Addenda for all online and hybrid courses were available in hard copy in the Office of Academic Affairs and the Distance Learning Office. As part of the curriculum update cycle, the addenda are added to ECD. The Planning and Institutional Effectiveness (PIE) Committee is adding the review of the administrative structure as a component of Program Review.

Conclusion

As part of the accreditation process, the District is evaluating those areas of emphasis that were seen in Recommendations throughout the District. Many of these areas are already noted in District Recommendations or are areas in which has already begun. As an example, Professional Development has been an area in which the District has taken a leadership role through the development of the Dean's Academy, Presidents' Academy and the District Academic Senate's Professional Development College.

The District will continue to work through its planning and governance structures to improve systems districtwide related to data, planning, distance education and student learning outcomes. Working with the Colleges, the District will determine ways in which centralized support will be of assistance and will work toward immediate improvement. Together, the District and the nine Colleges support the accreditation process as one that leads to improvement, and collectively these improvements will be achieved for the benefit of the students and communities served by the Los Angeles Community College District.