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ABSTRACT

Organized around eight institutional standards, this report describes outcomes of a self-study conducted at California's Los Angeles City College (LACC) between 1994 and 1997. Introductory materials present a summary of outcomes for each standard, a description of the self-study process, lists of committee members, descriptions of survey methodologies used to collect data on each standard, a timeline of the self-study process, background information on the college, data on the demographics of LACC's service area, and descriptions of LACC responses to recommendations from a 1991 accreditation visit. The remaining sections detail outcomes from the self-study for the following eight standards: (1) institutional integrity, purposes, planning, and effectiveness; (2) educational programs, including curriculum planning and evaluation, general education, articulation, and community education and services; (3) student services and the co-curricular learning environment, including admissions and records and counseling services; (4) faculty and staff, including selection, qualifications, evaluation, and staff development; (5) library and learning resources, including resource development, accessibility, and information technology; (6) physical resources, including facilities, equipment, and facilities planning; (7) financial resources, including financial stability, planning, and management; and (8) governance and administration, including the governing board, the chief executive officer, administrative services, faculty, support staff, and students. Appendixes provide selected tables and graphs from a student satisfaction inventory and a selected report from the Faculty, Staff, and Administration Accreditation Survey. (HAA)

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LOS ANGELES City COLLEGE

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LOS ANGELES CITY COLLEGE

Self-Study Report
for the Affirmation of Accreditation

Spring 1997

Submitted by;

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

Jose L. Robledo - *President,* Los Angeles City College
Dr. Mary Spangler, *Vice President of Academic Affairs;* Accreditation Liaison Officer
Dr. Rochelle Sechooler, *Chair,* Psychology Department; Accreditation Self-Study Chair

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Certification of the Institutional Self-Study Report

Date: December 1996

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

**From: Los Angeles City College
855 North Vermont Avenue
Los Angeles, CA 90029**

The Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:

Dr. Kenneth S. Washington	President, Board of Trustees, Los Angeles Community College District
Dr. Bill Segura	Chancellor, Los Angeles Community College District
Jose Robledo	President, Los Angeles City College
Roger Wolf	President, Academic Senate
Mattie Moon	Chapter Chair, AFT Faculty Guild
Yelgy Parada	Chapter Chair, AFT Staff Guild
Dr. Carmen Estrada-Schaye	Associate Dean, Student Activities; Campus Representative, Teamsters Administrators Unit
Kelvin Williams	President, Associated Student Organization
Dr. Mary Spangler	Vice President, Academic Affairs; Accreditation Liaison Officer
Dr. Rochelle Sechooler	Chair, Psychology Department; Accreditation Self-Study Chair

Los Angeles Community College District
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Julia L. Wu
Stella Mayo Robledo, *Student Member*

Chancellor

Dr. Bill Segura

College President

Jose L. Robledo

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List of Acronyms

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By JANET HARADA
Collegian feature editor

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RELEVANCE STRESSED

Education discuss

By HOWARD KIM
Collegian News Editor

Claude Ware, a man of stron
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on education and the role of th
ministrator.
Ware, appointed asst. dean of
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the Peer Counseling Program and an
structor in English. He was appo
June to fill a vacancy
last held by Jo
to teach

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Dedicated to

Blanca Alquijay-Swiat

Professor, Foreign Languages
and Devoted Member of Standard One

1943 - 1996

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INTRODUCTION

SELF-STUDY ABSTRACT

Standard One: Institutional Integrity, Purposes, Planning And Effectiveness

Its constituent communities view Los Angeles City College as an institution that operates with integrity and commitment. It promotes an environment of acceptance of diversity and encouragement of involvement. The concept of process as important to college planning and decision-making has been acknowledged by all parties involved.

Over the last four years, under the leadership of the LACC Academic Senate, the college has taken major strides regarding planning and evaluation. The college's mission and philosophy, as well as a statement of vision, laid the foundation for the development of an Educational Master Plan. The implementation of Program Review, with self-studies created for instructional and student service areas, is integral to that process. The revised Facilities Master Plan and the newly developed Strategic Plan for Information Technology have evolved as a result of these processes.

Standard Two: Educational Programs

The college offers a comprehensive program of transfer, vocational, remedial, and community services education. Programs include 83 associate degree programs, 52 certificate programs, and a full range of general education and transfer programs.

In order to meet the needs of the dynamic urban community it serves and to maintain its commitment to educational excellence, the Academic Senate instituted the Educational Planning Committee (EPC) to oversee all aspects of academic planning. Since its founding in 1994, the EPC has established a process for program review and initiated the first attempt at systematic master planning. Additionally, a new organizational structure in the Office of Academic Affairs was designed to facilitate communication, decision-making, and educational planning. It has resulted in more consistent, timely responses to instructional issues and new activities and processes that support instructional leadership.

The college is the second highest WSCH-generating college in the district but ranks seventh in terms of WSCH/FTE. The college is currently addressing this discrepancy while preserving specialized programs and advanced classes.

Despite insufficient financial resources, the college is moving forward to meet the needs of specific educational programs. A District-provided augmentation for growth has enabled the college to broaden its efforts to meet the needs of its constituency. An afternoon City Prep Academy was initiated; a PACE program is soon to be piloted. A weekend college is in the planning stage.

Standard Three: Student Services and the Co-Curricular Learning Environment

In the past five years, the student services program at the college has developed into a coordinated, comprehensive support system for its diverse student body. The Student Services council consists of directors of each of the services and the ASO President. The student services division is represented on key campus committees. A philosophy statement was modified recently. Goals and objectives are determined annually in accordance with college goals.

The Student Telephone Enrollment Program (STEP) was introduced in Spring 1994. In its first semester, over 9,000 students used the system. An automated add card process was introduced in Fall 1995 and allows students to add open classes during the first two weeks of the semester.

A Matriculation Coordinator was selected in Fall 1995 to provide close attention to the matriculation process and recently reorganized the program to increase staffing in the follow-up component to enhance retention efforts.

A college-wide five-year program review process that includes student services areas was developed in 1993. This provides a systematic approach to evaluating the effectiveness of services to ensure that ongoing modifications are made to meet the changing needs of the students.

Standard Four: Faculty and Staff

District policies are designed to ensure that the college is staffed by capable, professional personnel. The recent retirement incentive has enabled the college to hire thirty probationary faculty. A standing committee applies guidelines for the hiring of additional probationary faculty. Qualification standards for hiring part-time and long-term substitute faculty remain consistent with those of the full-time faculty. Policies imposed by the District regarding hiring of classified staff remain a concern. Affirmative Action and compliance policies are in place and are effective. Ongoing performance evaluation processes are designed to ensure continued employee effectiveness. The college maintains a highly effective Staff Development program with widespread participation. Of particular note is the New Faculty Orientation Program.

Standard Five: Library and Learning Resources

Learning resources at the college include but are not limited to four major areas. These areas are the Martin Luther King, Jr. Library, Learning Skills Center, Instructional Multimedia Center, and the Office of Academic Computing. Learning resources are geared to provide campus-wide service to students, faculty, staff, and administrators. In addition, other resources include the Teaching-Learning Center, the campus Art Gallery, music practice rooms, and departmental learning labs. Some departmental resources are used by the campus-wide student population. However, many departments provide out-of-class learning resources and labs that are geared for students enrolled in departmental courses.

Many of these resources have experienced a reduction of funding. The lack of financial resources has reduced the hours and scope of service and staffing. With the promise of new funding in the area of computer technology, one goal for the Martin Luther King, Jr. Library, Instructional Multimedia Center, and Learning Skills Center is to expand through developing new components to their existing service. Through funding for Academic Computing and the Teaching Learning Center, creative and innovative methods of instructional development and student access to word processing and the world wide web were implemented.

The college's learning resources continue to offer a diverse and high level of instructional assistance to the college community.

Standard Six: Physical Plant

The physical resources on this 48-acre campus are adequate as a basic physical plant. The working draft of the Facilities Master Plan, the 1996-2000 Capital Construction Plan, and input from the *Faculty, Staff, and Administration Accreditation Survey and Student Satisfaction Inventory* indicate major areas of concern that must be addressed in order to maintain a viable learning environment.

The decreased college budget allocations for the physical plant have had tremendous negative effects on attempts to address facilities, maintenance, repair, replacement, and equipment purchasing.

Through the participation of students, faculty, and staff on the AFT union-mandated Work Environment Committee, Shared Governance Council and Facilities Planning Committee, the concerns expressed in surveys, work requests, and program reviews are being addressed in a proactive manner.

Standard Seven: Financial Resources

The amount allocated annually by the District to the college for college operations has continued to shrink each year, while salaries, utilities, and other budget items require increasing expenditures simply to maintain status quo. The effects of this trend are predictable. The college has finished the last two fiscal years in deficit and is on course to close in deficit again this year. Under current District policy, the deficit is covered by a loan from the District which must be paid back by the college out of future annual allocations. Consequently, as debt accumulates, an ever-increasing amount of the college's annual budget must be used to defray accrued debt.

The college has adopted a sound and comprehensive Educational Master Plan. However, the plan is not closely linked to financial planning. The proportion of the college operating budget used for classroom instruction has continued to diminish in spite of faculty and administrative concern. Most of the energy in financial planning is centered around trying to make ends meet. The Vice-President of Academic Affairs and the Dean of Administration assess the budgetary requirements of instructional departments and other campus operational entities during the annual budget planning process, and these requirements become the building blocks for fashioning the budget. The college budget committee and the Shared Governance Council are involved in the process.

The financial administration of the college is well organized. Financial administration is accurate and responsive, and financial information is accessible. End of year deficits are not surprises; they are forecast by the financial administrative staff well in advance.

Changes must be made in financial management if the college is to achieve long term viability. These changes must include passing on to the colleges a larger proportion of the monies received by the District from the State, instituting an aggressive program to establish alternative sources of revenues to supplement the funding base, and reapportioning the available funding to more closely support the instructional mission and Educational Master Plan.

Standard Eight: Governance and Administration

The District administration includes the Office of the Board of Trustees, Chancellor's Office, Office of General Counsel, Operations Division, and Educational Service Division. The District administration is organized to provide support services to the nine colleges in its district.

In February 1994, the college President convened a Standard 8 Accreditation Committee to revamp its shared governance structure, to formulate written guidelines on the roles and responsibilities of the college constituencies, and to formalize membership requirements of the Shared Governance Council (SGC) members. The structure as it now stands allows students, faculty, staff, and administrators to be actively involved in the colleges' decision-making process. Despite the fact that shared governance has been restructured, there still are perceptions that it can be improved.

The formal college administrative responsibilities are divided into three divisions: Academic Affairs, Student Services, and Administrative Services.

The Academic Senate is the recognized voice of the faculty on academic and professional matters. The college President has delegated appropriate authority to the Academic Senate in an *Agreement on Implementing Title V on the Role of the Academic Senate.* The Academic Senate also appoints faculty representatives to all college-wide committees.

The District Classified Restructuring Study has been completed, and release time is usually granted to staff to attend college or District functions.

The SGC recognizes the Associated Student Organization (ASO) as the official representative of students' perspectives on all issues that affect them directly or indirectly. The SGC has provided two seats for students on its twelve-member council. The college community continues to provide an atmosphere where students can express their opinion and make recommendations concerning college policy.

THE PLANNING AND ORGANIZATION OF THE SELF-STUDY

The planning and organization for the Self-Study began in Spring 1994 with the identification of Dr. Mary Spangler, the Vice President of Academic Affairs, as the college's accreditation liaison officer. The position of the Chair of Accreditation Self-Study was advertised throughout the college in Fall 1994, and Dr. Rochelle Sechooler was appointed in December 1994.

Recruitment of the co-chairs and committee members began in January 1995 with a memo from the college President, Mr. Jose Robledo, to campus leadership asking for help in identifying potential participants. During February, broad institutional involvement was promoted by announcements in *This Week at City College* and by letters of invitation to all faculty and staff. By April, Standard co-chairs and committee members had been identified. One faculty and one administrator served as the co-chairs on each Standard and as members of the Accreditation Steering Committee. The accreditation liaison officer was also identified as co-chair of the steering committee at this time.

The first organizational meeting of the steering committee took place on April 26, 1995. From its inception this committee met almost monthly to the conclusion of the project. Student representatives were added to the Standard committees in September 1995, and Mrs. Julia Wu, member of the LACCD Board of Trustees, was appointed by the District in November 1995. At this time, Dr. Genevieve Patthey-Chavez, the college's institutional researcher, also joined the committee. Ms. Kim Branch, a student worker, was funded by Program 100 to assist the chair throughout the process.

Each committee worked autonomously and was free to augment its membership and develop its own system for researching the information and drafting the section.

The Self-Study chair communicated regularly by memo with the Standard chairs. An accreditation library was set up in AD208. This room was available to the Self-Study chair for appointments and support to the committee members and was used as a work and meeting area with access to a computer, file cabinets, and bookshelf space.

Substantial training and development were integrated from the beginning into the Self-Study process. In June 1995, the chair was fully funded to attend the American Association of Higher Education (AAHE) Conference, *Quality, Assessment, and Accreditation* in Boston. Flex Day activities on August 21, the first day of Fall 1995, included an update and report on the status of the Self-Study process and an invitation for faculty involvement. At this meeting, attended by all full-time faculty, the 1995 *Campus Climate Survey* was administered and collected for analysis. On September 22, 1995, the entire 1997 Accreditation Self-Study team, including the co-chairs, committee members, student representatives, accreditation liaison officer, and President of the college, met for a full day, off-site, team-development workshop, facilitated by Dr. Nancy Stetson, an expert consultant. Days later, six members of the team attended the Accrediting Commission's Western Region Self-Study Workshop at Pasadena City College. While not specifically an accreditation activity, a three-day off-campus retreat *Vision for the Future* was held in Lake Arrowhead. It was attended by representatives from every Standard committee and, with the exception of one committee, at least one co-chair. This retreat developed college-wide goals and objectives tied to a vision statement that would later be combined with the Educational Planning Committee's goals and objectives, developed as part of

the 1991 Visiting Team Recommendations. In June 1996 the Accreditation chair was once again funded to attend the AAHE Conference in Washington, D.C., *Quality and Assessment—What Works?*

During Spring 1996 the vision statement, goals, and objectives developed at the 1995 college retreat were blended with the Educational Planning Committee's goals and objectives. First drafts of the Self-Study sections were completed and submitted on disks by the chairs of the Standards at the end of Spring 1996. During the summer, the accreditation liaison officer edited the first major draft, and the student worker did the word processing to produce a readable version for the college community to review once classes resumed. In September 1996, the final vision statement, goals, and objectives were presented to the Academic Senate for approval and then incorporated into each of the appropriate standards of the Self-Study as the planning sections. At the beginning of October, a draft of the Self-Study was made available to the campus community for review and comments. On October 9, members of Standard 8, the Accreditation chair, and the liaison officer interviewed three Board of Trustees' members, the Chancellor, and approximately ten other District administrators. At the end of October, two all-campus Self-Study review meetings were held. On November 13, the Accreditation Steering Committee met in a 12-hours session to make final changes and agree on additional issues related to document production. The Self-Study co-chairs made final changes and presented the document to the graphic designer on December 2, 1996, more than 2 ½ years after beginning the accreditation process. During Fall 1996, the Accreditation chair also kept the college community informed of the visiting team's arrival and function through a series of informative newsletters and regular announcements in *This Week at City College.*

Steering Committee Members

Co-Chairs

Rochelle Sechooler, Ph.D. - Chair, Psychology Department;
Accreditation Self-Study Chair
Mary Spangler, Ed.D. - Vice President, Academic Affairs;
Accreditation Liaison Officer

Cheryl Armstrong-Turner, M.A.; Assistant Professor, Counseling/EOPS
Standard Five Co-Chair
Kim Branch, Student
Assistant, Steering Committee
Jeff Cooper, M.A., Dean, Academic Affairs
Standard Four Co-Chair
Richard Guy, B.A.; Building & Grounds Administrator
Standard Six Co-Chair
Jackie Ireland, Ph.D.; Dean, Academic Affairs
Standard Two Co-Chair
Betty J. McKiver, M.S.; Counselor
Standard Two Co-Chair
Rodney L. Patterson, M.P.A.; Dean, Academic Affairs
Standard One Co-Chair
Genevieve Patthey-Chavez, Ph.D.
Director, Institutional Researcher
Ronald D. Portillo, M.A.; Associate Dean, EOPS
Standard Eight Co-Chair
Mario Purugganan, M.A.; Dean of Administration
Standard Seven Co-Chair
Betsy A. Regalado, M.S.; Assistant Professor, Counseling/EOPS
Standard Eight Co-Chair
Marilou Saich, M.A.; Assistant Professor of Counseling
Standard Three Co-Chair
Gayle Sides, B.A.; Chair, Women's Physical Education Department
Standard Six Co-Chair
Myra Siegel, M.A.; Dean, Student Services
Standard Three Co-Chair

Bernadette Tchen, Ph.D.; Director, PACE Program
Standard Four Co-Chair
Leanna F. Watts, M.A.; Director, Child Development Center
Standard One Co-Chair
Roger Wolf, M.A.; President, Academic Senate;
Associate Professor, Mathematics
Standard Seven Co-Chair
Chadwick Woo Jr., Ed.D.; Associate Dean,
Disabled Student Programs and Services
Standard Five Co-Chair
Julia L. Wu - Trustee, Los Angeles Community College District

STANDARD COMMITTEE MEMBERS

Standard One: Institutional Integrity, Purposes, Planning & Effectiveness

Co-Chairs
Rodney L. Patterson - *Administrator*
Leanna F. Watts - *Faculty*

Blanca Alquijay-Swiat - *Faculty*
Jane Blomquist - *Faculty*
Zia Khwaja - *Faculty*
Susan Reimers - *Student*

Standard Two: Educational Programs

Co-Chairs
Jackie Ireland - *Administrator*
Betty J. McKiver - *Faculty*

Benedict Beit-Ishoo - *Faculty*
Vicki Bohanan - *Staff*
Raoul A. De La Sota - *Faculty*
Chauncey Harris - *Student*
Cornelius M. Neely - *Faculty*
John Whitaker - *Student*

Standard Three: Student Services and the Co-curricular Learning Environment

Co-Chairs
Marilou Saich - *Faculty*
Myra Siegel - *Administrator*

Fred Campi - *Staff*
Elaine Geismar - *Staff*
Raymond Hicks - *Staff*
Terry McGee - *Staff*
Mary Panish - *Faculty*
Denise Tribble - *Staff*
Jeri Thompson - *Student*

Standard Four: Faculty and Staff

Co-Chairs
Jeff Cooper - *Administrator*
Bernadette Tchen - *Faculty*

Diane Hayes - *Staff*
Roberta Holt - *Faculty*
Martin Jaffee - *Faculty*
Joyce Moore - *Faculty*
Nannette Obando - *Staff*
Linda Sher-Padilla - *Faculty*
Beatriz Ruiz-Silva - *Faculty*

Standard Five:
Library and Learning Resources

Co-Chairs
Cheryl Armstrong-Turner - *Faculty*
Chadwick Woo Jr. - *Administrator*

Maryann Brim - *Faculty*
Renato Colantoni - *Faculty*
Dorothy Fuhrmann - *Faculty*
Fred Piegonski - *Staff*
Diana Schori - *Staff*
Willard Scott - *Staff*
Rowena Smith - *Student*

Standard Six:
Physical Resources

Co-Chairs
Richard Guy - *Administrator*
Gayle Sides - *Faculty*

Jeff Lee - *Faculty*
Dick Lowry, (retired) - *Faculty*
Eseadro Parks - *Student*
Martha Sklar - *Faculty*
Virgie Spite - *Student*
Jackie Ireland - *Administrator*

Standard Seven:
Financial Resources

Co-Chairs
Mario Purugganan - *Administrator*
Roger Wolf - *Faculty*

Isabella Chung - *Staff*
Aki Miyagi (retired) - *Staff*
Arnel S. Pascua - *Staff*
John Ramirez - *Staff*
Aaron Rattner - *Student*
Troadio Salunga - *Administrator*
Silvia Vidales - *Staff*
Earl Walter - *Administrator*
Cathy Wixon - *Staff*
Mayra Zelaya - *Staff*

Standard Eight:
Governance and Administration

Co-Chairs
Betsy A. Regalado - *Faculty*
Ronald D. Portillo - *Administrator*

Carl Friedlander - *Faculty*
Jason Malveaux - *Student*
Vanita Nicholas - *Faculty*
Fred Piegonski - *Administrator*
Leonard Walton - *Administrator*
Jacqueline West - *Staff*

SELF-STUDY SURVEY DATA SUMMARY

Involvement in the self-study process was not limited to participation on a Standard Committee. Survey data for this Accreditation Self-Study were collected over a one-year period from Fall 1995 to Fall 1996. Six major surveys were administered on campus to include a wide range of students, faculty, staff, and administrators. Approximately 2400 individuals contributed their insights, perceptions, and attitudes about the college experience via the survey process. The driving purpose behind this extensive effort was to avoid describing the institution from a single perspective. The survey data, hopefully, have helped to prevent this common error by focusing. the Accreditation team on a common objective reality generated by the campus community. Three surveys polled the campus student community: The *Student Satisfaction Inventory* (Noel Levitz), the *Standard Two Student Survey*, and the *Student Services Survey.* Three other surveys polled several other groups: the *Campus Climate Survey;* the *Faculty, Staff, and, Administration Accreditation Survey;* and the *Faculty Effectiveness Survey.* A brief description of the survey methodologies follows.

After reviewing several commercial surveys, the Noel-Levitz *Student Satisfaction Inventory* was selected because it offered comparative national norms and a satisfaction and importance scale. A performance gap, or difference score between importance and satisfaction, provides users with direction for organizational change efforts. The 750 surveys were distributed in 30 classes, selected to represent a cross-section of the student body, during Spring 1996. The 694 students who completed and returned the survey, represented a return rate of 93%. A comparative summary analysis reports findings for 21 target demographic groups including sex, age, ethnicity, educational goals, day/evening, course load, and work load.

The *Standard Two Student Survey* consisted of 20 items designed by the Standard Two committee to study student perceptions of the college's educational programs. The 650 students from a broad range of classes completed the survey in Spring 1996.

The *Student Services Survey* was distributed toward the end of Spring 1996. The survey which gathered basic demographic data, economic indicators, educational indicators, and student familiarity and use of student services was completed by 454 students.

The *Campus Climate Survey* was conducted on the first day of Fall 1995. Surveys were distributed to the faculty at the morning program in the Theater Arts building. Surveys were placed in the mailboxes of part-time faculty. Staff were given surveys at a workshop held in the afternoon. Surveys to administrators were distributed at their management meeting. Over 300 surveys were returned. The majority of the surveys were from full-time faculty. The participation rate for the full-time faculty was approximately 90%.

The *Faculty, Staff, Administration Accreditation Survey* was administered in Spring 1996. The survey questions were created by the Standard Co-Chairs with the assistance of the institutional researcher. Department chairs and administrators

agreed to distribute and collect the surveys as part of a regular meeting. Administrators were surveyed at a management meeting. Surveys were placed in the boxes of part-time faculty. Of approximately 900 employees, 270 participated in the survey, representing an overall participation rate of approximately 33%.

The *Faculty Effectiveness Survey* was conducted on the first day of Fall 1996. Surveys were distributed to the faculty at the morning program, attended by almost all full-time faculty members. This survey asked questions about such faculty behaviors as teaching practices, including collaborative learning and the use of technology in student assignments, and advisement activities. Surveys were placed in the mail boxes of the part-time faculty. The 194 surveys returned by 150 full-time and 43 part-time faculty, represent a participation rate of 71% for the full-time faculty and 12.3% for part-time faculty.

SELF-STUDY TIME LINE

Spring 1994

Respond to Accrediting Commission regarding comprehensive visit
Develop calendar and characteristics of accreditation chair
Announce availability of position of Chair of Accreditation Self-Study

Fall 1994

Interview candidates and select faculty chair for the Self-Study

Spring 1995

Select co-chairs for the Accreditation Steering Committee
Convene Steering Committee
Request college wide participation and recruit committee members
Develop a Self-Study plan and time line

Fall 1995

Announce official start of self-study process
Administer *Campus Climate Survey*
Attend accreditation training and team development workshops and retreat
Develop drafts of Self-Study sections
Identify student participants and Board of Trustee representative

Spring 1996

Continue developing drafts of Self-Study sections
Administer *Student Satisfaction Survey*
Administer *Faculty, Staff, and Administration Accreditation Survey*
Administer *Standard Two Survey*
Administer *Student Services Survey*
Complete first drafts and submit on disks

Summer 1996

Edit first draft and compile in one document

Fall 1996

Present progress report on Self-Study process at college wide meeting
Administer *Faculty Effectiveness Survey*
Circulate first draft for college-wide input
Interview Board members, Chancellor, District staff for Standard 8
Hold two all-campus self-study review meetings
Edit drafts based on input and gather additional information as necessary
Reproduce final document and send to graphic designer and printer

Spring 1997

Present final document to Accrediting Commission and Visiting Team members
Prepare team room by collecting and cataloguing source documents
Meet with Chair of the Visiting Team to prepare for visit
Welcome the Visiting Team for the Self-Study Evaluation Visit (March 11-13, 1997)

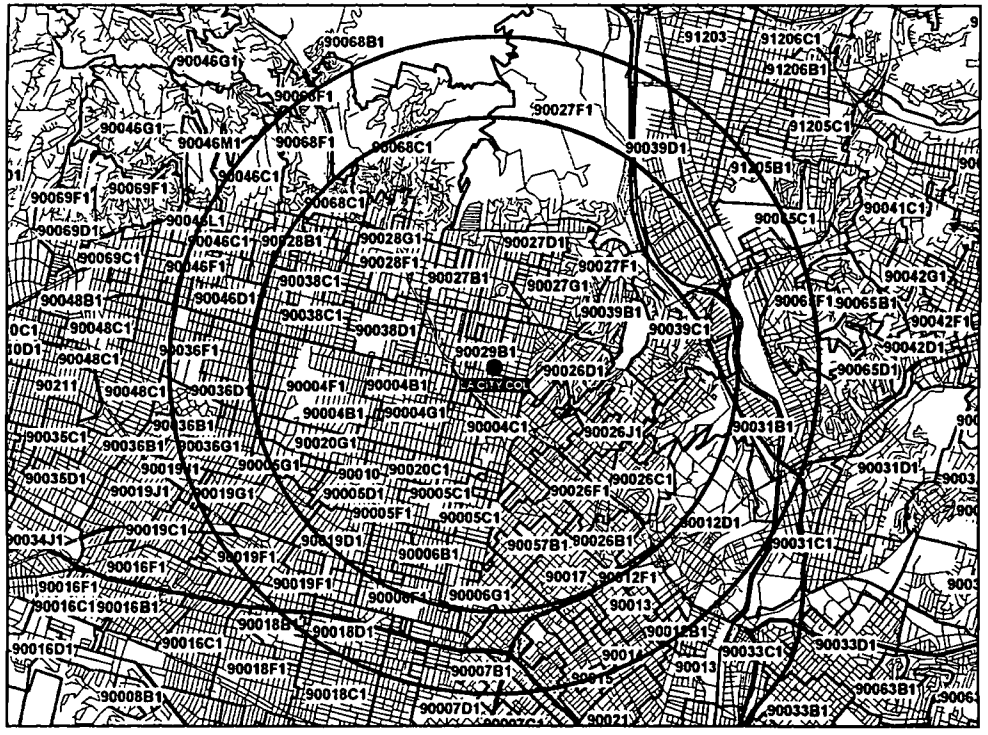
DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

Los Angeles City College is the founding college in the Los Angeles College District. On September 9, 1929, six weeks before the stock market crash, the Los Angeles Board of Education launched Los Angeles Junior College. UCLA had just moved to Westwood and left a campus of ivy-covered, red brick buildings—long since demolished—ready as the site for the new two-year college. Most important, the campus was located on 40 acres in the heart of the city. Young people, ages 16 to 34, out of work and down on their luck, went to college because there were no other opportunities for them. Students came in unprecedented numbers, and soon the college became and has long remained an academic leader. In the first year, the faculty numbered 54 and the student body 1350.

William Henry Snyder, the first director of the college, asked two questions: (1) Why not make the lower division preparation for the university more accessible to the average person? (2) Why not provide semiprofessional occupational curricula, ranging from the terminal to the open-ended? Time has validated his positive responses to both concerns. The first graduation exercises on June 19, 1931, conferred the Associate of Arts on all graduates.

In an effort to indicate the high standard of work done by the institution, the Board of Education voted in Spring 1938 to change the name to Los Angeles City College (LACC) effective July 1, 1938. Slightly more than thirty years later, in July 1969, the California legislature passed bills creating the Los Angeles Community College District (LACCD) with its then-seven campuses, by separating it from the Los Angeles Unified School District. A seven-member Board of Trustees was elected and formally assumed governance at that time. Expanding further, in Spring 1972, the District first offered courses to military personnel on overseas campuses.

Los Angeles City College began with a predominantly white, middle-class student body that came on the big red or yellow trolleys of the era from the entire metropolitan area to the campus. In the aftermath of World War II, enrollment exploded from 3,000 to 8,000 students, half of whom were veterans. Innovation has always been a dominant theme of the college, but from the latter 1960s, the pace of change quickened. While tutoring, audio-visual aids, veterans' programs, work experience, children's center, student financial aid, specially funded programs, vocational education, and social services are continuing support programs, they have changed in form over the years, largely in response to the needs of a changing student body. Today the college offers educational programs in more than 80 different areas, including career training, liberal arts, English-as-a-second-language, and basic skills to more than 15,000 students. Los Angeles City College is at the center of one of the most demographically and linguistically diverse areas of the nation. Its student body reflects that diversity: 80% of LACC students are members of ethnic *minorities*, and of the remaining 20%, a substantial number are recent immigrants from former Soviet-block countries. Essentially, the entire student body is non-traditional. Moreover, the students come from a service area that, generally speaking, suffers from having the lowest overall educational



attainment and the highest socio-economic stress levels in Los Angeles County. Of the adult population in the service area 42% did not graduate from high school, and a further 33% stopped their educational pursuits either after graduating from high school or after limited college experiences. According to the 1990 census, median household income for the service area was $22,407, compared to a County median of $34,965, and at least 25% of the population came from households living below the federally defined poverty level. In the early 1990s, the area also suffered from disproportionately high unemployment.

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ETHNICITY, GENDER, AGE AND CREDIT ENROLLMENT PATTERNS

In Fall 1995, the ethnic breakdown of the student body was 14% African- American, 21% Asian-American, 21% European-American, 39% Latino, less than 1% Native-American, and 5% other ethnic groups or unknown (see Table 1). The most significant shift in the ethnic make-up of the campus over time has been a steep increase in its Latino population from 15% in 1975 to its current 39%, a shift which reflects the changing demographic profile of the college's service area. The Asian-American population also has increased, but Asian-American participation seems to have peaked in the mid-1980s.

Over the same 20-year period, there has been a much more gradual shift in the campus's gender and age make-up (see Tables 2 and 3). In 1975, men outnumbered women, and over 50% of the students were younger than 25. The gender balance shifted by 1980, and women have outnumbered men to this day. College enrollment of the youngest cohort has dropped dramatically from 21% of the total to 10%, while enrollment by the oldest cohort has increased noticeably, from 16% in 1975 to its current 29%.

Table 1 - Fall Enrollments by Ethnicity
Los Angeles City College
1975 - 1996

Year	African-American	Asian-American	European-American	Latino	Other/ Unknown
1975	8247 34.5%	3657 15.3%	7793 32.6%	3610 15.1%	597 2.5%
1980	7,101 35.2%	4,176 20.7%	4,297 21.3%	3,974 19.7%	626 3.1%
1985	2,872 20.9%	3,738 27.2%	2,748 20.0%	3,683 26.8%	702 5.1%
1990	2484 15.3%	4027 24.8%	3117 19.2%	6218 38.3%	390 2.3%
1991	2488 14.8%	4186 24.9%	3312 19.7%	6522 38.8%	302 1.8%
1992	2447 14.5%	4321 25.6%	3359 19.9%	6481 38.4%	269 1.6%
1993	2279 14.5%	3741 23.8%	3285 20.9%	6162 39.5%	253 1.6%
1994	2252 14.8%	3378 22.2%	3272 21.5%	6011 39.5%	304 2.0%
1995	2029 14.2%	2982 20.8%	2990 20.9%	5654 39.4%	687 4.8%
1996	1878 13.3%	2806 19.9%	3074 21.8%	5689 40.4%	631 4.5%

Table 2 - Fall Enrollments by Gender
Los Angeles City College
1975 - 1995

Year	1975	1980	1985	1990	1995
Men	13458 56.3%	9462 46.9%	6720 48.9%	7745 47.7%	6606 46.1%
Women	10446 43.7%	10712 53.1%	7023 51.1%	8491 52.3%	7736 53.9%
TOTAL	23904 100.0%	20174 100.0%	13743 100.0%	16236 100.0%	14342 100.0%

On the whole, enrollment patterns reflect the changing demographic profile of the college's service area. Los Angeles City College's service area is a recognized immigrant-receiving area. Immigrants are relatively unfamiliar with U.S. higher education, and they often have little prior U.S. education. Hence, they are less likely to begin college studies directly from high school and are more likely to be juggling college studies with family and employment responsibilities. This is reflected in the college's drop in younger student enrollment and in the gradual increase of students taking both day and evening classes (see Table 4). Credit-load and day and evening enrollments do not show other discernible patterns of change.

Table 3 - Fall Enrollments by Age
Los Angeles City College
1975 - 1995

Year	Under 20	20 - 24	25 -34	35 and over	TOTAL
1975	5,092 21.3%	7,625 31.9%	7,315 30.6%	3,872 16.2%	23,904 100.0%
1980	3,450 17.1%	6,234 30.9%	6,678 33.1%	3,812 18.9%	20,174 100.0%
1985	1,883 13.7%	4,357 31.7%	4,700 34.2%	2,803 20.4%	13,743 100.0%
1990	1,932 11.9%	4,708 29.0%	5,585 34.4%	4,011 24.7%	16,236 100.0%
1995	1,484 10.4%	4,148 28.9%	4,629 32.3%	4,081 28.5%	14,342 100.0%

Table 4 - Fall Enrollments by Credit Enrollment Patterns
Los Angeles City College
1975 - 1995

Year	Day Only	Day & Evening	Evening Only	Full-time	Part-time
1975	12,621 52.8%	3,036 12.7%	8,247 34.5%	7,673 32.1%	16,231 67.9%
1980	9,764 48.4%	2,623 13.0%	7,787 38.6%	7,747 38.4%	12,427 61.6%
1985	6,872 50.0%	2,295 16.7%	4,576 33.3%	5,923 43.1%	7,820 56.9%
1990	7,696 47.4%	2,809 17.3%	5,715 35.2%	11,528 71.0%	4,708 29.0%
1995	7,031 48.7%	3,126 21.6%	4,277 29.6%	4,952 34.3%	9,422 65.2%

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SERVICE AREA DEMOGRAPHIC PROFILES

The LACC Service Area has been defined via empirical means, by tracking enrollment over recent years and determining the origins of those enrollments by Zip codes. This yields a **core** and an **extended** service area. The **core** area is comprised of 20 Zip codes that account for between 63% and 69% of enrollment and extends somewhat further south than the District-defined Service Area. The **extended** service area is comprised of 54 Zip codes accounting for between 83% and 86% of enrollment and extends significantly further South.

Table 5 below compares the Campus Demographic Profiles of Fall 95 to that found in LACC's **core** service area. For these comparisons, the U.S. Census Ethnic categories were adopted—consisting of African-Americans, European-Americans, Latinos, and Asian-Americans & Others. Figure 1 below provides a graphic overview of the demographic comparison.

Table 5: Campus vs. Core Service Area Demographic Profile

Ethnicity	Campus F95	Core Service Area
African-American	14%	17%
Asian & Others	26%	13%
European-American	21%	21%
Latino	39%	49%

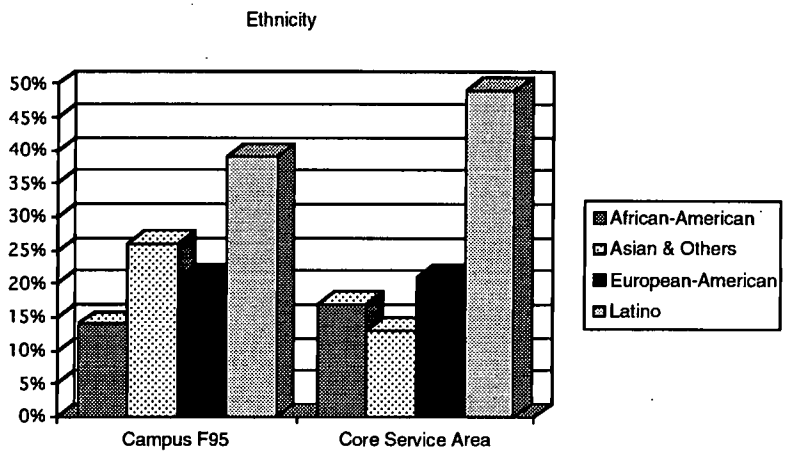

Figure 1: Campus & Service Area Demographic Profiles

Demographic trends for the entire County of Los Angeles are such that more and more of the County's youth is of Latino or Asian origin, with noticeable declines in the area's European-origin population and a smaller decline in the area's African-American population. Given the LACC Service Area's overall demographic characteristics, LACC is already facing the County's overall "minority majority," and is very likely to face the County's eventual Latino majority sooner than the rest of the County. Countywide trends are summarized in Table 6 below. Figure 2 provides a graphic overview.

Table 6: Race/Ethnic Groups - YOUTH - County of Los Angeles 1980 - 1997

Race/Ethnic Group	1980	%	1990	%	1997	%
African-Americans	352,230	15.3%	317,638	12.2%	303,369	10.2%
Asians & Others	117,696	5.1%	262,576	10.1%	356,048	12.0%
European-Americans	931,892	40.4%	698,567	26.8%	705,275	23.7%
Latinos	886,251	38.4%	1,314,379	50.4%	1,603,583	53.7%
Total	2,305,132	100.0%	2,607,411	100.0%	2,979,085	100.0%

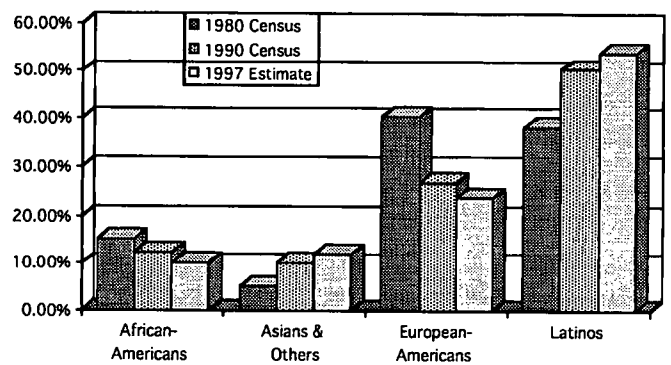

Figure 2: Race/Ethnic Groups - YOUTH - County of Los Angeles, 1980 - 1997

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SERVICE AREA EDUCATIONAL AND LINGUISTIC INDICATORS

With 42.4% of the adult population not having graduated from high school and a further 33.2% of the population with either only a high school diploma or some college experience, the population in LACC's core service area has the lowest overall educational achievement profile in the County. This indicates a potentially large clientele for the college in the immediate area, but one coming to the college with low academic preparation and a high probability of needing academic remediation. Table 7 presents an overview of the educational attainment found in LACC's core service area, with Figure 3 providing a graphic overview.

Only 35.8% of the people in LACC's core service area are English-only speakers, as indicated in Table 8. With 26.8% monolingual in a language other than English, the area has the highest relative number of non-English speaking people in the County. A further 37.4% of the population is bilingual. This indicates a very high level of linguistic and cultural diversity in the college's most likely client population. Figure 4 provides a graphic overview of the linguistic diversity found in LACC's core service area, especially when compared to the County's overall sociolinguistic profile.

Table 7: Educational Attainment by Adults, LACC Core Service Area vs. Los Angeles County (Persons Age 25 and Over)

Attainment Level	LACC Core Service Area Number	LACC Core Service Area As % of Total	Los Angeles County Number	Los Angeles County As % of Total
0-8th Grade	148,226	25.9%	853,988	15.6%
9-12th Grade, did not graduate	94,269	16.5%	788,825	14.4%
High School Diploma	104,167	18.2%	1,134,608	20.7%
Some College, no Degree	85,701	15.0%	1,077,427	19.7%
Associate Degree	35,193	6.2%	402,932	7.4%
Bachelor's Degree	68,952	12.1%	793,556	14.5%
Graduate Prof. Degree	34,869	6.1%	429,886	7.8%
Total Area Population over 25	571,377	100.0%	5,481,222	100.0%

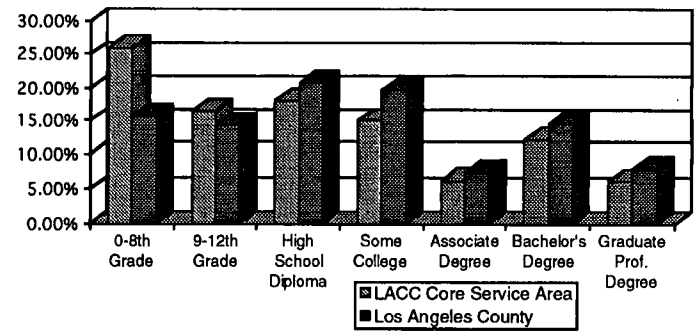

Figure 3: Educational Attainment, LACC Core S A vs. L A County

These educational profiles find themselves reflected in the college's new student assessment profiles and basic skills enrollment in both Math and English. Figures 5 and 6 below provide a graphic overview of the college's overall Mathematic and English enrollments.

Table 8: English and Non-English Speaking Patterns, LACC Core Service Area vs. Los Angeles County

Predominant Language Pattern	LACC Core Service Area		Los Angeles County	
	Number	As % of Tot	Number	As % of Tot
English Only	306,888	35.8%	4,440,633	54.6%
Spanish-English Bilingual	212,241	24.8%	1,651,706	20.3%
Spanish Monolingual	181,626	21.2%	913,069	11.2%
Asian Language Bilingual	68,148	7.9%	503,403	6.2%
Asian Language Monolingual	30,557	3.6%	172,598	2.1%
Other Language Bilingual	40,452	4.7%	385,703	4.7%
Other Language Monolingual	17,139	2.0%	68,289	0.8%
Total Area Population	857,051	100.0%	8,135,401	100.0%

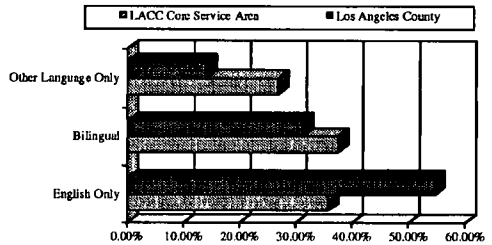

Figure 4: Language Patterns, LACC Core S A vs. L A County

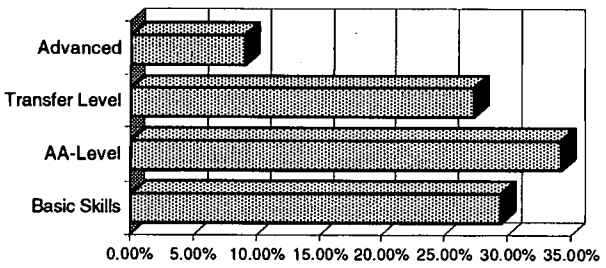

Figure 5: Fall 1993 English Composition Enrollment

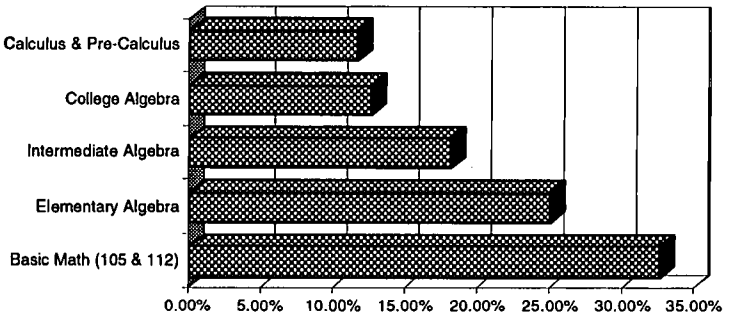

Figure 6: Fall 1993 Mathematics Enrollment

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RESPONSES TO RECOMMENDATIONS OF THE 1991 EVALUATION VISITING TEAM

Evaluation Team's Recommendations - 1991

Standard One: Institutional Integrity, Purposes,Planning & Effectiveness

Recommendation #1
LACC should immediately develop and implement a planning process that includes: a) a reconsideration of the college's mission and goals, b) an educational plan consistent with the expressed mission and goals, c) a budgetary plan directly supporting the educational plan, and d) an ongoing evaluation process for all educational programs and service. [Standard 1B, 1C, 1D]

Response to Recommendation
Since the midterm visit of the accreditation team in Fall 1993, the Los Angeles City College Academic Senate formally declared the rectification of the college's weakness in the area of educational planning as its primary goal for both the 1993-94 and 1994-95 academic years. In September 1993, the Senate established the Educational Planning Committee (EPC) (including students, faculty, staff and administrators) to help the college accomplish this goal. The college administration gave full support to the Senate in this effort.

In April 1994 the college designated planning a priority. Since then it has instituted a process that includes regular review of the college's mission and goals; an educational plan that draws on input from all the campus constituencies; and an innovative program review process that serves as a resource for educational and fiscal planning. In Spring 1996, an Institutional Planning Committee was created by the college President to coordinate the planning of the key committees, including Budget, Facilities Planning, Information Technology, and Educational Planning.

The college's mission and philosophy statements were rewritten. By establishing some priorities among the various legally authorized missions of the college, the new mission statement provides a clearer basis for educational planning and program review. In addition, the EPC worked on a set of college-wide planning assumptions and a list of goals and objectives. The *Assumptions* and the *Goals and Objectives* serve as the basis for the college's educational plan, which incorporates recommendations from the program review self-studies.

A program review procedure and department/area self-study document were developed. Fifteen departments/areas (24 departments in first two cycles) participated in the first cycle of self-studies. The Program Review Steering Committee, closely linked to the EPC, was established to assist the departments/areas with their self-studies and to incorporate self-study recommendations into the Educational Master Plan for the college, which was approved by the Academic Senate,

forwarded to the administration for consultation, and accepted in Fall 1996.

In April 1994 the Los Angeles Community College District contracted with the consulting firm of Maas, Rao, Taylor & Associates to develop a district-wide facilities master plan. In harmony with the District action, the college established a Facilities Master Planning Committee. The committee completed the draft of the college's first Facilities Master Plan in Fall 1996. Publication of the finalized document is projected for Spring 1997.

In Spring 1996, the President created the Institutional Planning Committee, which he chairs. It is composed of the chairs of the Educational Planning, Facilities Planning, Budget, and Information Technology committees. Its purpose is to coordinate all planning efforts and maintain the proper relationship between educational and facilities planning. The educational planning process is an ongoing one, and with the college educational plan in place, the administration—upon recommendation from the EPC and the Shared Governance Council—will match the goals of that plan with required budgeting.

Evaluation Team's Recommendations - 1991 Standard Two: Educational Programs

Recommendation #3
The administrative and faculty leadership of LACC should assume direct responsibility for reconciling the fragmentation of the ESL program.

Response to Recommendation
The administrative and faculty leadership resolved the issue of ESL program fragmentation. A special committee was established by the college President and comprised of faculty from the English, Developmental Communications and Speech departments, the Academic Senate, and the AFT Faculty Guild. The purpose was to evaluate departmental restructuring and make recommendations. As a result, the Developmental Communications and English departments were merged into a single department under a single elected department chair, June 1992.

Recommendation #4
LACC should, in conjunction with the District, make clear the intentions of its association with Tokyo American Community College. This clarification must occur within the framework of LACC's institutional mission as it relates to international education.

Response to Recommendation
Neither the District nor the college is involved any longer with Tokyo American Community College.

Evaluation Team's Recommendations - 1991 Standard Three: Student Services and the Co-curricular Learning Environment

Recommendation #5
LACC must develop a comprehensive student services philosophy which reflects the goals of all components of Standard Three and which supports the overall mission of the college.

Response to Recommendation
During Spring 1994 the Dean of Student Services convened a number of meetings with representatives from the Student Services Offices in order to draft a *Student Services Philosophy* statement. This statement outlines the role of LACCs student services in relation to the college's mission and goals. In particular, it states that the major goal of LACCs student services is to support the college's mission in providing access to success for all of its students.

The statement also indicates how each of the student services areas contributes to one of the following goals of the college: program review, access and registration, assessment and placement, counseling, special-needs assessment, economic resources support for students, instructional resources support, and student orientation.

Evaluation Team's Recommendation - 1991 Standard Five: Library and Learning Resources

Recommendation #6
The LACC library should establish a collection development policy which defines the procedure by which decisions are made in the selection, purchase, and weeding out of library materials.

Response to Recommendation
In Spring 1993, the college adopted an effective library book selection and development policy that includes the following topics: principles, guidelines and standards of collection; gifts; multiple copies; personal research material; controversial material; departmental loans; selection process; and discard procedures.

Evaluation Team's Recommendation - 1991 Standard Seven: Financial Resources

Recommendation #7
The District Office must develop budgetary procedures which will eliminate the need to consistently adjust college budgets at mid-year. The District should also assist the college in developing sound fiscal and budgetary practices.

Response to Recommendation
In spite of severe budget uncertainty, the District implemented a district-wide stabilization formula and pool to guide the nine colleges in planning, allocating, distributing, and managing funds. Mid-year budget adjustments no longer occur, and the stabilization formula has been adhered to relatively consistently during its implementation over the last 4 ½ years. That formula will complete its five-year cycle shortly and may be reviewed, changed, and/or continued as the new chancellor determines.

Evaluation Team's Recommendations - 1991 Standard 8: Governance and Administration

Recommendation #2
LACC should make every effort to select a President who can provide leadership and vision and who will place a high priority on stabilizing the administrative team by filling administrative positions with permanent staff members.

Response to Recommendation
Since 1991, the following actions have occurred:

A) The permanent college President has been in office since 1991.
B) The Vice President of Academic Affairs has been in office since 1994 and became permanent within that year.
C) Since 1995 the Office of Academic Affairs has three full-time deans, only one of whom is in an interim position.
D) The Vice President of Administration position has been re-titled to a dean's level and the person serving is in an interim position.
E) The Dean of Student Services was in an interim position since 1995. The selection process to fill the position permanently was completed in October 1996.
F) The Building and Grounds Administrator has been in an interim position since 1994.
G) A permanent Associate Dean of Student Activities was hired in 1995 and a permanent Associate Dean of EOPS was hired in Spring 1996.

Recommendation #8
LACC should establish clear written policies and procedures delineating the roles and responsibilities of the various campus constituencies that participate in shared governance.

Response to Recommendation
In a series of meetings during the first half of 1994, college representatives met to formulate clear written policies and procedures which delineate the roles and responsibilities of the various constituencies that participate in shared governance. In addition, college representatives working with the college President formulated a new shared governance structure for the college. The college began the process of implementing the new structure during Fall 1994.

Recommendation #9
The LACCD should establish clear written policies and procedures distinguishing between the roles and responsibilities of the college and the District as they relate to governance and administrative functions.

Response to Recommendation
The District attempted to establish a procedure to address District governance issues through the establishment of a District Budget and Planning Advisory Committee. However, this committee was unsuccessful in accomplishing its objectives because of its size and inability to develop consensus about process and procedure. The committee has since disbanded. The District Budget Committee provides

oversight and develops recommendations for savings on employee benefits. The District Academic Senate shared governance agreement was approved by the Board of Trustees in Fall 1996.

Recommendation #10
The governing board of the LACCD should consider instituting for itself a) a process of performance evaluation, b) a statement of ethical conduct, c) a system for reviewing and updating board policies, and d) a method of insuring that Board members are informed and participate actively in the accreditation process for the District's colleges.

Response to Recommendation
A Board retreat was held after the last accreditation visit and served some positive purposes; however, it did not result in any concrete direction or action in relation to recommendation #10. In preparation for selecting a new chancellor, the Board participated in a two-day presentation arranged by the Association of Community College Trustees (ACCT), the organization retained to conduct the national search, and reviewed the *policy governance* approach to board relations. Under the immediate past Chancellor, the Board has developed a performance evaluation process although an evaluation has not been conducted. The Board has also developed a statement of ethical conduct. The Board does have a policies document, and updates are incorporated in a systematic manner. Regarding Board participation in accreditation, one of the Trustees is a member of the college's self-study process, and a status report to the Board is scheduled for December 1996.

ernor Merriam
4t Instructors' Conclave

Speaks Here

GOVERNOR FRANK F. MERRIAM will speak to members of the Southern California Junior College association when they gather on the campus Saturday for their spring meeting. Governor Merriam will lecture on "Support for Junior Colleges."

ollege Association Annual Meeting Exchange Views

. Hand Lectures

ates Hear Business cussion After Affair Arranged by Miller

overnor Frank F. Merriam address some four or five ndred junior college ad- nistrators on the campus aturday, when the Southern alifornia Junior College asso- iation holds its annual spring meeting.

His discussion of "Support for Junior Colleges" during the association's general session at 9:15 a.m. in Administration auditorium will precede an address by Prof. Harold C. Hand, of Stanford university, entitled "How Can the Junior Colleges Assist in Adapting Democracy to a Changing Society?"

In the same session, W. W. Mather, of Chaf- is to present

ITH KERAUS

Local Experts Give Speeches

Miss Woodruff, Campbell, Clausen Speak Before Association Meeting

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First Annual Musical Fe Features Orchestra in Classical Selections

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Attending Notables In Klemperer, Schoenl Mrs. Leiland Ir

Culminating the meeting of the South ifornia Junior Colleg ation, an all-junic 90-piece symphony will present a conc climax to the fi music festival day urday at 8:15 p.m lege theater. Th sponsored by t California Junic sic association Leslie P. Claus instructor, is I

As part of th gram, noted pe field will be int duced to orch tra members Earl Blake Chaffey Ju college musi structor, noon lun They inclu to Klempe rector of t harmonic tra; Mrs Atherto manage Southe nia Sy ...

ONE STANDARD
INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING & EFFECTIVENESS

Co-Chairs
Rodney L. Patterson
Leanna F. Watts

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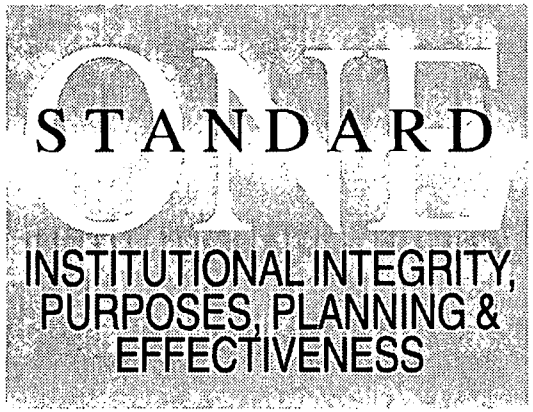


Description 1A

There are established policies which cover academic freedom, responsibility, and honesty and which foster the integrity of the teaching-learning process. They are published in various documents, including the *College Catalog, Schedule of Classes*, faculty statement on professional ethics, and Board Rule 1, Article II. The Los Angeles Community College District and the American Federation of Teachers, College Guild, Local 1521, have included the following statement in the Agreement, Article 4: *The Faculty shall have the Academic Freedom to seek the truth and guarantee freedom of learning to the students.* The Academic Senate's Statement on Professional Ethics, Section I reads, *Los Angeles City College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. In the pursuit of intellectual honesty, faculty accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.*

The college encourages the free pursuit of ideas, and the faculty set the framework for the discussion. The 1996 revision of the *Faculty Handbook* contains a statement on ethics and academic freedom. The District's non-discrimination policy and the newly adopted sexual harassment policy (Fall 1995) are published in the *College Catalog* and the *Faculty Handbook*. All faculty, staff, and administrators attended mandatory workshops on the new policy during Spring 1996, and every college employee received a copy of the policy.

The college promotes an environment in which diversity is embraced and all people are treated with respect. The college provides a variety of classes that attracts students from diverse cultural backgrounds. Forty courses with multicultural elements were highlighted in the Fall 1996 Schedule of Classes for the first time in order to improve awareness and encourage broader participation by students. The college provides the opportunity for employment to people from all backgrounds, ages, cultures, and services for those with a multitude of needs and backgrounds, from the disabled to the economically disadvantaged to non-English speakers.

Los Angeles City College offers an open environment to its pluralistic population. Prior to and in preparation for its recent hiring of 30 probationary faculty to replace 41 retiring faculty, mandatory training workshops were held with all members of the selection committees, and diversity was one of the major topics covered. The college's compliance officer participated in all the two-hour sessions.

The recently revised and Board-approved (Fall 1996) Standards of Student Conduct are included in the *College Catalog*. Board Rule 9803.12 states, *Dishonesty, such as cheating, or knowingly furnishing false information to the College* is a violation. The recently revised and Board-approved (Fall 1995) Student Discipline Procedures and Student Grievance Procedures are included in the *College Catalog* and contain procedures and provisions for maintaining academic honesty.

Standard 1-Institutional Integrity Purposes, Planning and Effectiveness

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

1A.2 Governing Boards and administrators protect and support faculty in their exercise of academic freedom. The faculty protects the academic freedom of its members.

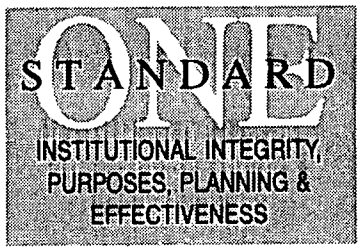
1A.3 The institution fosters the integrity of the teaching-learning process. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

1A.4 Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff or students give clear prior notice of such policies.

1A.5 The institution fosters an affirmative environment in which diversity is embraced and every person is treated with respect.

STANDARD ONE

INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING & EFFECTIVENESS



The *College Catalog* includes statements on educational philosophy, functions of the community colleges, the philosophy and mission statements, information on accreditation, degrees available, the college's organization and administration and governing board, matriculation, admission requirements and procedures, fees, academic standards, financial aid, student support services, extra-curricular activities, non-traditional instruction, instructional programs, graduation requirements in each instructional area, transfer requirements, and course descriptions. The catalog lists the names of all the regular faculty and administrators, including information on their education and degrees held, adjunct faculty and their disciplines, and emeriti. The District has a policy of requiring the certification of equivalence for degrees from foreign universities. The Office of Academic Affairs, in conjunction with departments, programs, offices, and concerned individuals, is responsible for the periodic review and revision of the information contained within the catalog.

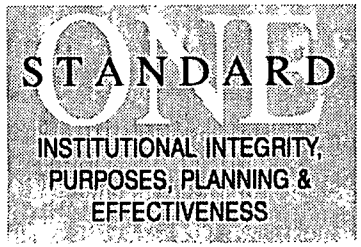
The college ensures that its athletic programs are run with honesty and integrity and adheres to the guidelines established by the State Commission on Athletics and the South Coast Athletic Conference. The athletic director and the Dean of Administration have the responsibility for adhering to these guidelines.

By involving a broad representation of the campus community in the self-study process, which formally began in Fall 1994, the college has demonstrated its commitment to the accreditation process. Approximately 65 students, faculty, staff, and administrators actively participated on an accreditation committee. Six major surveys including 2400 participants and additional smaller surveys provided insight into the college's current conditions. The recommendations made during the last accreditation were implemented.

Analysis 1A

Respondents to the *Faculty, Staff, and Administration Accreditation Survey*, administered February 1996, indicated agreement (45%) or neutrality (34%) with the statement that trustees, administrators, and supervisors supported academic freedom. Similar proportions agreed (45%) or were neutral (36%) regarding the separation of fact and opinion in presenting coursework. Actual practice is likely reflected in the students' perspectives. The high number of neutral responses from the college's employees indicates many non-teaching faculty responding to a question that may not be applicable to their experience.

The college does not propagate any particular philosophy or world view. The demographics of the college and its service area confirm the accuracy of this statement. The service area is 21% African-American, 9% Asian-Pacific Islander, 16% European-American, and 54% Latino (1990 Census). The student body reflects this range of ethnicities, although in differing percentages: 21% African-American, 39% Asian-American, 21% European-American, 39% Latino, and 5% others. (Adopted from LACCD Office of Research and



Planning, 1995). The faculty, as in the rest of America's system of higher education, remains predominantly European-American at 71%. With 41 faculty retirees in 1995, much effort has been made to recruit and hire a more diverse faculty to replace them. The most recent figures, prepared by the compliance officer, reflect that 58% (14/24) goals were met for faculty in new hires from September 1, 1995, to July 2, 1996. The staff is 72% ethnic minority, and the faculty and staff combined are 45% minority and 42% female.

While both employees and students believe that diversity is valued at the college, data from the *Student Satisfaction Inventory* and from the *Faculty, Staff, and Administration Accreditation Survey* indicate the college is reasonably successful at reaching this important goal but still has room for improvement. The responses on over 100 items from the *Student Satisfaction Inventory*, administered February 1996, indicate that *promoting an environment in which diversity is embraced and all people are treated with respect* (question #80) is rated in the top five areas of importance. Students gave this question 6.40 points (on a scale of 1 to 7, 1 = *not important at all*, 7 = *very important*). Students indicate they are somewhat satisfied with the college's ability to promote this kind of environment, 5.17. From the faculty survey, 46% of the faculty, staff, and administrators agree that *LACC responds to the diverse educational needs of all its students* (question #7); 26% are neutral, and 28% disagree.

Students have ready access to information regarding conduct policies and grievance procedures and indicate satisfaction with that information. The college makes a concerted effort to provide accurate, clear, and consistent representations to the public. There is a commitment to review the information that is published to insure its accuracy. In response to a Spring 1996 survey of department chairpersons, 71% overwhelmingly agreed with the statements regarding the accuracy of the *College Catalog*. Students are somewhat satisfied with the accuracy of the catalog regarding admissions policies and educational purposes. Students indicate mean levels of satisfaction of 5.16 and 5.26 (on a scale of 1 to 7, 1 = *not satisfied at all*, 7 = *very satisfied*) with the accuracy of the catalog regarding admissions policy and educational purposes.

Recent accreditation self-study reviews have been used as a device to evaluate and improve the educational environment. Intense effort has been made to examine perceptions of the entire college community.

Description 1B

Los Angeles City College's mission statement is aligned with the District mission statement and the State Chancellor's Office mission statement for all community colleges, consistent with Title V. Published in the *College Catalog* and the *Schedule of Classes*, the mission is to meet the educational needs of the surrounding community within the guidelines established by the state. The curriculum offered includes transfer, vocational, developmental, and English as a Second Language classes.

Standard 1B - Institutional Purposes (Mission)

The institution is guided by clearly stated purposes that define its character, which are appropriate for higher education, and are consistent with Commission standards.

1B.1 The statement of purposes identifies the broad-based educational objectives the institution seeks to fulfill, is adopted by the governing board, and is periodically reexamined with the participation of the campus community.

1B.2 In implementing its purposes, the institution has defined the constituencies.

1B.3 Institutional purposes delimit educational programs and services and guide the development of physical resources and allocation of fiscal resources.

Student services supportive of students achieving their educational goals are available. The college maintains its organizational structure in a way that furthers its mission. Recent changes in the senior staff and reorganization of the Office of Academic Affairs have aimed to improve that structure. Community Service offerings are available. To fulfill its responsibility as a cultural center for the community, the college offers a variety of activities including the performing arts, theater, music, and art. It also presents lectures, cultural awareness days, and other similar activities.

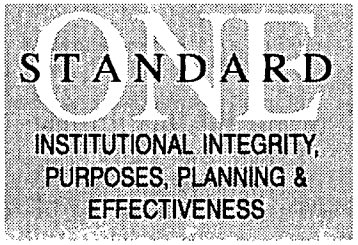
The college's Shared Governance Council (SGC), composed of representatives from all constituencies, meets twice a month and makes recommendations to the President. SGC offers the opportunity for differing viewpoints to be presented and discussed. The Budget Committee (BC), a committee of the SGC, provides recommendations regarding fiscal plans and decisions. The Facilities Planning Committee (FPC) has the task of evaluating the college's facilities and proposing improvements. It coordinates the Facilities Master Plan and develops recommendations with regard to facility issues. The recently instituted Information Technology Committee (ITC) is developing a strategic plan for the acquisition, recycling, and support of information technology for the instructional program and administrative services. Developing and revising the college's statements of mission, philosophy, goals and objectives have been led by the Educational Planning Committee (EPC), a committee of the Academic Senate.

Analysis 1B

Along with the committees listed above, the Department Chairpersons' Council and the administration have endeavored to implement a planning system that links mission to vision to goals and objectives to educational programs and services. The mission statement is reviewed and revised periodically, along with the college's philosophy statement. The process of linking planning goals and objectives began in the EPC and continued during a weekend college retreat held in November 1995. *Vision for the Future* was attended by 35 campus leaders from faculty, staff, and administration to discuss college goals and create a vision statement. A great deal of time has been taken to include the entire college community in the process of setting a vision and detailing goals and objectives to move the institution toward that vision.

Two open forums were held during Spring 1996 to involve the entire campus community in planning and setting the goals for the college. Through a number of surveys and questionnaires, students, faculty, staff, and administrators offered their views. Final approval was given in early Fall 1996, and activities to implement the goals and objectives began immediately. The majority of the college's employees (53%) believe that the programs and services offered by the college reflect its mission, 26% are neutral, and only 21% disagree. The Planning Vision, approved by the Academic Senate in the LACC Educational Master Plan 1996-2001, states:

With the commitment and active participation of all the students, staff, faculty and administrators who make up LACCs progressive and adaptable campus family, by the year 2001 we will again become an important center of culture and learning in downtown Los Angeles. Working together we will restore LACCs campus, transforming it into a clean, safe, attractive and supportive environment for every student who has the will to learn. We will emerge at the beginning of the next century as a center of educational excellence, with a city-wide reputation for empowering students through innovative academic programs and individualized support services. Our ultimate goal by the end of this planning cycle is to shape LACC into an energetic and harmonious community that inspires in all of its members a deep appreciation for the new and different, an abiding spirit of tolerance and mutual respect, and a passion for lifelong learning.



Description 1C

There is a process for educational planning, master planning, budget/financial planning, facilities and work environment planning, curriculum review, and information technology planning. The SGC includes representatives from all the college's constituencies. Ideas and proposals are presented from various campus constituencies to the SGC, which then forwards its recommendations to the President. In Spring 1996 the President established the Institutional Planning Committee (IPC), composed of the chairs of each key committee and chaired by the President, to coordinate the efforts of the educational and facilities planning, budget, and information technology committees, in coordinating a broad-based, integrated plan for the college which is aligned with its vision and goals. These committees, comprised of representatives from across the college community, meet regularly to review the status of the planning efforts and plan for the college's future in accordance with its mission.

The combined efforts of the EPC, SGC, and participants in the *Vision for the Future* retreat resulted in the vision statement for the college and college-wide goals and objectives included in the LACC Educational Master Plan (1996-2001). The priorities for faculty hiring to replace the retired faculty were established as a result of the program review process, an activity of the EPC. This formal prioritizing process has been institutionalized. Based on institutional data and demonstrated needs, it relies on the approval of the Academic Senate and the Department Chairpersons' Council.

The college uses its operational plan to determine its resource allocations. The Vice President of Academic Affairs, the area deans, and the Dean of Administration meet with instructional department chairs to review needs and plan for the upcoming fiscal year. In aligning department plans with college goals, the administration and faculty analyze how those plans can be implemented within available resources. The Dean of Student Services meets with representatives from the Student Services areas, and the Dean of Administration meets with representatives from the other administrative areas to plan and determine the allocations for their respective areas. Administration works with the college's Budget Committee and the District Office of Budget.

Research on student demographics is undertaken on a semi-annual basis for matriculation requirements. Matriculation research has an established agenda and guiding criteria, as well as a research calendar which identifies semester and annual research goals. Provided by the District Office and the institutional researcher, data are used in the preparation and analysis of program review, student equity planning, Title V regulations, accreditation (both college and departmental), and more specific departmental needs.

Analysis 1C

Institutional planning is a continually evolving process, based on input from many areas. In Spring 1996, IPC began to coordinate the efforts of the key committees, as part of the planning process. By coordinating the recommendations of these committees, IPC guides progress in aligning college goals and objectives. Much energy must now go into developing and maintaining clear and frequent communication among all of the college's constituents. The goal of implementing a process which addresses institutional needs for human, financial, and physical resources has been acknowledged as vital to the success of the college, and major steps are being taken to achieve that goal.

Standard 1C - Institutional Planning

The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs, and services.

1C.1 An established planning process involves all segments of the campus community and the governing board.

1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.

1C.3 The planning process assists in identifying institutional priorities.

1C.4 The planning process identifies the need for human, financial, and physical resources of the institution. Planning influences the acquisition and allocation of resources.

With the identification of a full-time institutional researcher, the college now uses data collection to support informed research on student outcomes and institutional effectiveness. This recently instituted process needs to be improved. Systems are being developed to coordinate unit-to-unit data exchange.

Responses to the *Faculty, Staff, and Administration Accreditation Survey* dramatically demonstrate concern regarding the utilization of fiscal resources (#29 and #30). Effort has been made to create a plan and to involve the college community. Attempting to deal with limited and declining resources while accomplishing its goals challenges the college's planning efforts.

In September 1996 the college adopted the LACC Educational Master Plan, 1996-2001, which includes seven key planning goals and objectives as indicators of achieving these goals. The goals provide the basis for the Planning section at the end of each Standard. Goals and their related objectives are presented in the applicable Standard. All of the master plan goals and objectives are included in the Self-Study.

The seven goals are to:

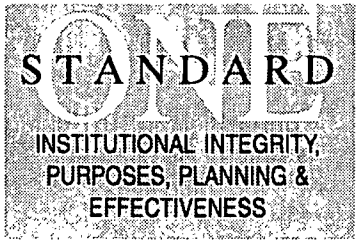
1. ***Foster educational excellence to fulfill the college's primary mission.***
2. ***Improve communication among all campus units.***
3. ***Transform LACC into an* electronic campus.**
4. ***Improve the physical environment and increase security and safety.***
5. ***Create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community.***
6. ***Establish clear lines of accountability.***
7. ***Strengthen college/community collaboration.***

Description 1D

The college has instituted a formal procedure for evaluating the overall effectiveness of its programs. The Academic Senate established the EPC and gave it the authority and responsibility to develop and initiate program review to encompass all instructional and student service areas. Self-Study documents were designed for both areas. The process began in 1993 and will continue in a five-year cycle. The Dean of Administration is currently designing a review process for the administrative areas. The college Office of Institutional Research provides requested data for program review as well as for analysis and support for other projects.

Analysis 1D

The EPC views the program review process as a learning process. The departments that participated in the self-studies in 1994-95 and 1995-96 were decidedly positive in their reactions to the process. They believed that it promoted self-examination, was a useful tool, and would provide a basis for planning and improvement. Some concern was expressed regarding the amount of time needed to complete the self-study and the shortness of the time line. The EPC revised the documents in Fall 1996 and will consider restructuring the time line. Outcomes of the review process also included the Faculty Prioritization Plan, a key policy document included in the Educational Master Plan. After gaining college-wide approval following a rigorous process, it was successfully used in Fall 1995 to determine which departments would receive probationary positions following the faculty retirement incentive. It has been used without modification in developing recommendations for subsequent hiring for the January 1997-98 cycle.



Planning

To begin revitalizing the LACC campus, the students, faculty, staff, and administrators have translated the vision of educational excellence into planning goals and objectives.

The planning goals focus on broad issues or problem areas that demand special attention above and beyond the college's standing commitment to its general goals. Objectives specify particular actions with measurable outcomes aimed at achieving the goals. Both goals and objectives directly support the college's general goals although they may not directly address every aspect of its primary and secondary missions.

The four institutional planning goals and objectives related to Standard 1 are to:

1. **Foster educational excellence by** improving the college's ability to collect data on student outcomes.

2. **Improve communication among all campus units by** creating a single campus newsletter that regularly reports the activities of the administration, the Academic Senate, the ASO, Staff Development, EOPS, and other offices.

3. **Transform LACC into an *electronic campus* by** putting the schedule of classes and the catalog on the Internet.

4. **Establish clear lines of accountability by** scheduling regular *State of the College* reports by key administrators and college-wide committee chairs, including up-dates on progress made towards achieving the college's *Goals and Objectives.*

Standard 1D - Institutional Effectiveness

The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes and uses results of these evaluations as the basis for broad-based continuous planning and improvement.

1D.1 Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness

1D.2 Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.

1D.3 Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.

Supporting Documentation for Standard One

AFT College Guild Agreement, 1993-1996
College Catalog
Department Chairs Survey
Educational Master Plan — 1996-2001
Faculty Handbook, 1996
Faculty Prioritization Plan
Faculty, Staff, and, Administration Accreditation Survey
LACCD Board Rules
Program Review Self-Study Documents: Instruction and Student Services
Program Review Survey
Schedule of Classes, Spring 1997
Statement of Professional Ethics (Academic Senate)

One Woman Enrolled in Electronics

Marian L. Williams is the only woman in the City College electronics department classes, according to Forrest L. Barker, instructor.

After seven weeks attending lectures in a men's department, Miss Williams, an alpha, said, "The lab classes are not difficult because I can actually see what I'm accomplishing there."

Men Are Shocked

"The men seemed a little shocked when they first saw me in their electronic classes," she smiled. "They soon changed because we're all struggling to learn and no one pays much attention to who's in the class.

"I don't recite as much as I would like to because an only girl in class seems to draw attention." Miss Williams' strong and flexible fingers moved across a book and picked up an electric wire.

"Electronics is not too difficult for a woman. It's just a problem of knowing the formulas and unit measurements and learning how to calculate them. One uses basic multiplication and division," she explained.

Enjoys Reading

"For outside reading, I enjoy Edgar Allen Poe and histories of the Negro in the United States," she said. Her other interests are modern dance and ballet.

"Progressive jazz is my favorite music. I like classical music on FM when I wake up in the morning, but ...to jazz or rock 'n

ONLY WOMAN IN THE ELEC
Marian L. Williams demonstrates ho

Summer Graduation Requests Required

Students expecting to complete degree or graduation requirements at the end of the summer session and in February, 1964, should file their petitions before March 25 at th ...duation window, AD 100.

...have filed

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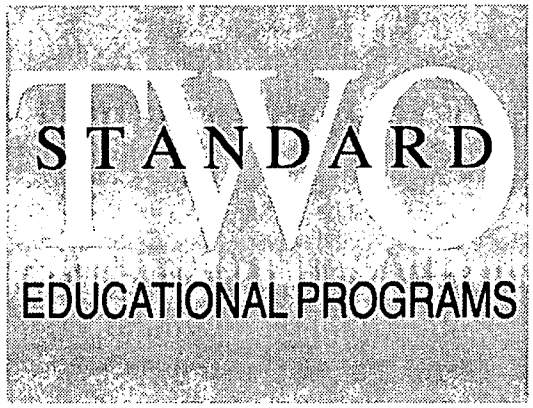
TWO STANDARD
EDUCATIONAL PROGRAMS

Co-Chairs
Jackie Ireland
Betty J. McKiver



Description 2A

As stated in the LACC Educational Master Plan, 1996-2001,

Since its founding in 1929, the college has had a distinguished role in preparing several generations of artists, athletes, scientists, musicians, civic leaders, teachers, entrepreneurs, and citizens to make their own individual contribution to the greater Los Angeles area. Built on the site of the first college campus in Southern California and the original home of the University of California, Los Angeles, the college was one of the first two-year colleges chartered in the United States. Today, it is home to one of the most culturally diverse student populations attending any college in the country. With a yearly average enrollment of about 14,000, the college offers transfer and vocational education as well as basic skills preparation and classes for personal enrichment to students from more than 40 different national and ethnic groups. Many — about one-third — are parents. Over half are women. Nearly three quarters of all students of the college speak English as their second language. The great majority are self-supporting, and most live below or perilously close to the poverty line.

The *Fall 1995 Student Characteristics by College and District* provides the following information about the characteristics and educational goals of the students.

Transfer seekers are slightly less than a fourth (24%) of the students, while 32% intend to prepare for new careers or update job skills without necessarily earning a degree. Only 6% plan to earn an AA degree without transfer. Over 12% are seeking to improve basic skills, a percentage fractionally greater even than those seeking to improve job skills. Those with undecided or unknown educational goals are 21%.

The youngest (under 20) students are more likely to pursue career and job skills goals than to transfer. The reverse is true of older college-age students in the 20-24 age groups. Students 25 and older are a 61% majority; they are more than two-thirds of those seeking a terminal degree or certificate, and 79% of the large basic skills contingent. Traditionally, college-age (under 25) students are more likely than older classmates to be transfer-bound or undecided.

Asian-American students represent less than a fourth of the enrollment, but more than a third of those in transfer goal categories. African-American students are also represented among transfer students at a rate greater than their percentage in the entire student body. The opposite is true of Latino students, who are more likely to pursue career goals. More than half of the large contingent with basic skills goals are European-American, perhaps reflecting the college service area's large Armenian population, the source of many of its English as a Second Language (ESL) enrollments. Of students with undecided goals, 50% are Latino, who are also represented beyond their share among those with unknown goals.

(See table over page **Goal by Ethnicity)**

Standard 2-Educational Programs

Standard Two is broadly applicable to all educational activities offered in the name of the institution, regardless of where, when or how presented, or by whom taught.

Standard 2A - General Provisions
The achievement and maintenance of high quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

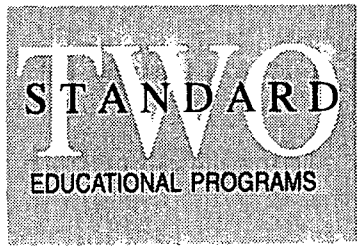
2A.1 The institution seeks to meet the diverse educational needs of all its students.

2A.2 Sufficient resources are provided to meet the educational needs of the students.

2A.3 The institution demonstrates it commitment to high standards of teaching. Effective procedures and adequate resources exist to evaluate and improve the quality of instruction

2A.4 Educational programs are structured to be consistent with institutional purposes, demographics, and economics of the service area and the student constituency.

TWO STANDARD
EDUCATIONAL PROGRAMS



GOAL BY ETHNICITY							
		African-Amer.	Asian-Amer.	Euro-Amer.	Latino	Other, Unknown	TOTAL
Transfer-Assoc Deg	Count	462	761	272	937	107	2,539
	Row%	18.2%	30.0%	10.7%	36.9%	4.2%	100.0%
	Col%	22.8%	25.5%	9.1%	16.6%	15.6%	17.7%
Transfer-No Assoc	Count	130	318	136	285	42	911
	Row%	14.3%	34.9%	14.9%	31.3%	4.6%	100.0%
	Col%	6.4%	10.7%	4.6%	5.0%	6.1%	6.4%
Terminal Assoc-Cert	Count	216	233	193	451	49	1,142
	Row%	18.9%	20.4%	16.9%	39.5%	4.3%	100.0%
	Col%	10.7%	7.8%	6.5%	8.0%	7.1%	8.0%
Prepare New Career	Count	536	590	724	1,424	153	3,427
	Row%	15.6%	17.2%	21.1%	41.6%	4.5%	100.0%
	Col%	26.4%	19.8%	24.2%	25.2%	22.3%	23.9%
Update Job Skills	Count	165	159	177	318	57	876
	Row%	18.8%	18.2%	20.2%	36.3%	6.5%	100.0%
	Col%	8.1%	5.3%	5.9%	5.6%	8.3%	6.1%
Improve Basic Skills	Count	65	193	916	551	48	1,773
	Row%	3.7%	10.9%	51.7%	31.1%	2.7%	100.0%
	Col%	3.2%	6.5%	30.6%	9.8%	7.0%	12.4%
Personal Enrichment	Count	75	116	192	180	64	627
	Row%	12.0%	18.5%	30.6%	28.7%	10.2%	100.0%
	Col%	3.7%	3.9%	6.4%	3.2%	9.3%	4.4%
Undecided	Count	162	387	280	905	93	1,827
	Row%	8.9%	21.2%	15.3%	49.5%	5.1%	100.0%
	Col%	8.0%	13.0%	9.4%	16.0%	13.5%	12.7%
Unknown	Count	218	25	100	603	74	1,220
	Row%	17.9%	18.4%	8.2%	49.4%	6.1%	100.0%
	Col%	10.7%	7.6%	3.3%	10.7%	10.8%	8.5%
TOTAL	Count	2,029	2,982	2,990	5,654	687	14,342
	Row%	14.2%	20.8%	20.9%	39.4%	4.8%	100.0%
	Col%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Full-time students are equally as likely to be transfer-bound as to have new career or job skills goals. Of full-timers 18% are basic skills students and make up 60% of the basic skills group. Students attending fewer than six hours are more likely to have occupational than transfer goals and are much less likely than full-timers to be basic skills students. They make up almost half of those seeking personal enrichment. Students in the middle range (6-11 hours) are the largest segment of unknowns.

Continuing students represent two-thirds of the enrollment and a majority of all goal groups. They are significantly less well represented among those planning to transfer without a degree, update job skills, and take classes for personal enrichment. First-time students tend more to be preparing for new careers or improving basic skills; they are 27% of the latter, and a fifth of those seeking personal enrichment. The largest shares of new transfer and returning students are among transfer seekers and career planners.

U.S. high school graduates are 53% of the students. Another large percentage (30%) are foreign secondary school graduates; another 9% did not complete high school. It is likely that many of these latter groups are low-income immigrants with limited English skills. Both groups are well represented among those seeking to improve basic skills (69% and 15% respectively). Those holding BA degrees are only 2% of the college student body.

In most cases, the goal a student declares does not have a strong effect on the time of day he/she chooses to attend. However, those seeking transfer are more likely to attend both day and evening classes, while those pursuing an associate degree or certificate or updating job skills are more likely to attend only in the evening. The student's declared educational goal is an important factor in determining educational persistence (Fall 1989, LACC Entering Cohort, Five Year Persistence Rates).

TWO STANDARD
EDUCATIONAL PROGRAMS

Of students who enter the college with the goal to transfer to a four-year college, 76% completed units at the end of the first year versus a 20% completion rate for the undetermined and a 40% completion rate for the undecided. The persistence rate at the end of one year for other students based on declared educational goals is technical skills (52%), vocational certificates (62%), AA-General Education (65%), AA-Vocational (71%), and AA-Transfer (74%). The data indicate that programs or innovative curriculum to assist students in identifying educational goals will result in improved retention and student success.

Five-Year Persistence Rates for Fall 1989 Entering Cohort
Los Angeles City College

	Enr F89 1st Census	Completed Units F89	Enrolled 1990-91	Enrolled 1991-92	Enrolled 1992-93	Enrolled 1993-94
Undetermined	621	20.0%	12.9%	10.6%	9.0%	8.5%
Technical Skill	285	52.3%	28.8%	21.1%	18.6%	12.3%
Voc Cert	275	61.5%	32.4%	21.1%	15.6%	12.7%
AA - Gen Ed	185	64.9%	39.5%	31.9%	23.2%	16.2%
AA - Vocational	201	71.1%	48.3%	44.3%	35.3%	27.4%
AA - Transfer	981	73.7%	50.8%	39.3%	31.6%	24.2%
Transfer - No AA	289	76.1%	51.9%	39.8%	32.2%	23.2%
Other	484	56.4%	28.9%	20.2%	15.5%	9.5%
Undecided	1,826	40.0%	26.5%	18.8%	14.7%	11.3%

Standard 2A - General Provisions - contd.

2A.5 Program and course objectives, on file in the Office of Academic Affairs, clearly specify subject matter to be covered, intellectual skills to be acquired, learning methods to be used, effective and creative capabilities to be developed, and specific occupational skills to be mastered.

2A.6 Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program, as announced, within a reasonable period of time. The class schedule indicates the semester pattern in which courses are offered in order to facilitate student planning.

2A.7 The institution has an administrative structure responsible for the overall coordination and administration of instruction.

ERIC

TWO STANDARD
EDUCATIONAL PROGRAMS

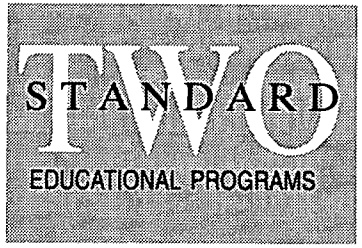
The college endeavors to meet the diverse educational needs of all of its students. A wide variety of offerings is available. The Honors Program facilitates academic preparation for transfer. The college is a part of both the UCLA Transfer Alliance Program and the USC Scholars Program. The Transfer Center facilitates a smooth transition to a four-year institution with programs specifically designed to meet the needs of the economically disadvantaged and under-represented student. The Learning Skills Center provides individualized, open-entry/open-exit programs for basic skills remediation as well as general tutoring assistance for vocational and academic transfer students. Academic and vocational integration is fostered through paired classes. For example, English 28 and 101 are paired with introductory Dietetics and Child Development courses in order to better prepare the Limited English Proficient for their career choice. Through contract education, the college has offered a Child Development program in Korean to meet the needs of the large Korean community in the service area.

The college is currently planning to implement additional course offerings on understanding multicultural diversity. Courses related to this area are highlighted on one page in the *Schedule of Classes* to increase awareness and encourage enrollment.

The Title III funded-Teaching/Learning Center provides a new high-tech center for faculty to develop teaching strategies designed to better serve the educational needs and diverse learning styles of the students. Made possible by Title III funding, a grant writing team is charged with the task of seeking outside funds to support educational plans and goals. While the college provides a broad spectrum of offerings, sufficient resources do not exist to meet all of the educational needs.

The institution demonstrates its commitment to high standards of teaching. This commitment is facilitated by the *AFT College Guild Agreement* for regular faculty evaluation and for a mentoring program for new faculty. In addition, a specially designed, 30-hour FLEX program was created to orient new faculty in areas of current educational philosophy, state-of-the-art teaching technology, and college/district survival skills. This Teacher Orientation program was developed jointly by faculty and administration and funded by the Staff Development program with approval of the Academic Senate. It is coordinated by a faculty project director on release time. Under the leadership of the Academic Senate and the Educational Planning Committee (EPC), a systematic procedure of program review has been established.

Educational programs are structured to be consistent with institutional purposes, demographics, and economics of the service area and student constituency. Programs include 83 associate degree programs, 52 certificate programs, and a full range of transfer programs. A wide range of degree and certificate programs is offered during the day and evening as well as on Saturday. Business/industry-based advisory committees work with all vocational departments to ensure that curriculum is labor-market relevant. The college is in the process of completing pre- and co-requisite validation for courses and instituting automatic checking via telephone registration. A Fall 1997 pilot for math and English is scheduled. Strong support services are designed to help students identify and successfully pursue their educational goals. These include financial aid, fee-waiver assistance, matriculation, and Early Alert. In response to the 49 ethnic groups represented, a large ESL program and an extensive tutorial service are offered.



The demand for basic skills remediation and ESL training continues to be high. The LACC Educational Master Plan, 1996-2001 affirms the essential role of remedial and basic skills instruction, ESL, and support services that are intrinsic to student success at the postsecondary level. Learning Skills enrollment and the large number of ESL courses offered by both the English/ESL and Speech Communication departments provide tangible evidence of the college's philosophy. LACC has always had the largest ESL and Learning Skills enrollment of any college in the district.

Program and course objectives, on file in the Office of Academic Affairs, clearly specify subject matter to be covered, intellectual skills to be acquired, learning methods to be used, effective and creative capabilities to be developed, and specific occupational skills to be mastered. Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program, as announced, within a reasonable period of time. The Fall 1995 *Schedule of Classes* was the first time that a year-long projection of when individual courses are offered was included in order to facilitate student planning. In addition, the class schedules are now delivered consistently and predictably on May 1 and November 1.

The college has an administrative structure responsible for the overall coordination and administration of instruction. Under the leadership of the Vice President of Academic Affairs, a new organizational structure was developed and introduced in Fall 1995 with the support of the Department Chairpersons' Council and in consultation with the Academic Senate and AFT Faculty Guild. Department chairpersons now work directly with Academic Affairs deans rather than reporting directly to the vice president.

Analysis 2A

In order to meet the needs of the dynamic urban community it serves and to maintain its commitment to educational excellence, the college recognizes the necessity of assessing current efforts and planning carefully for the future. In Fall 1994, the Academic Senate instituted the EPC to oversee all aspects of academic planning. Since its founding, the EPC has established a process for program review and initiated the first attempt at systematic master planning.

Special programs, some campus units, and all of the departments participate in program review every five years. Program review is an integral and on-going part of the planning process that provides information on program effectiveness and prioritizes recommendations for improving the quality of instruction and services. The centerpiece of this effort is the LACC Program Review Self-Study. Each department under review is required to conduct a self-study and submit a Program Review Self-Study Report to the EPC.

Program review, coupled with the institution's desire to be increasingly responsive to student needs, has resulted in actions to better meet the diverse educational needs of all the students. To illustrate, activities are currently underway to revitalize the Engineering and Architecture programs. The college's support for the relocation and expansion of the Dental Technology program was the result of program review. In Spring

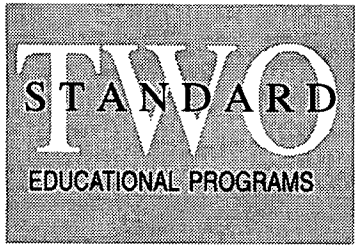
1996, a cooperative arrangement regarding the location of previously disputed courses was developed among the Business Administration, Office Administration, and Architecture, Computer Technology, Electronic Technology, Engineering, and Cable TV (ACETEC) Department. The prioritization of new faculty positions relies on information developed during program review. The English/ESL Department now offers all examinations on the first day of finals. Reviews of program and course objectives are now incorporated into the process to insure their regular revision and conformance with Title V regulations.

Approximately $400,000 earmarked for growth was provided by the District shortly before Fall 1996. With this augmentation, the college is broadening its efforts to meet the needs of its constituency. City Prep Academy, an afternoon college designed to expand the Tech Prep program and bring high-school students to the campus, was implemented in Fall 1996. Plans are well underway to implement a Program for Accelerated College Education (PACE) in Spring 1997. Plans also include expanding Saturday offerings and developing a weekend college to meet the needs of working adults and the corporate community.

The college is the second highest WSCH-generating college in the district but ranks seventh in terms of WSCH/FTE. The college is currently addressing this discrepancy while preserving specialized programs and advanced classes. With the cooperation of the department chairpersons and data from previous summer sessions, Summer 1996 was scheduled to maximize WSCH/FTE. Compared to Summer 1995, which generated 206.23 DSCH at a cost of $245,000, Summer 1996 produced 218.90 DSCH at a cost of $220,000. This effort was successful in improving DSCH by 5.87% while reducing costs by $15,000.

In response to a district-wide initiative to increase efficiency by increasing the WSCH/FTE ratio and simultaneously to meet student needs (as determined by size of waiting lists for scheduled classes), the college in consultation with department heads canceled 60 low-enrollment classes (with 300 students enrolled) and scheduled 46 new classes (enrolling 1,000 students) several weeks before Fall 1996. In response to high demand, classes were opened in Biology, Chicano Studies, Child Development, Cinema, Computer Technology, Electronics, Music, Office Administration, Physical Education, and ESL Speech.

Lack of resources impacts three areas in particular. First, lack of resources has had a negative impact on facilities. The physical plant, with its 51 structures, 63% of which are over 45-years old, lacks the flexibility and capability to accommodate current instructional needs. Due to insufficient resources, facilities have not kept pace with the demands of the clientele or the technology needed in the 21st century. As instructional spaces, they are badly outdated, inflexible in terms of anticipated and unanticipated need for changes in instructional and support services spaces, and make new methods of instructional delivery difficult. Illustrative of this problem is the need to provide a new laboratory for the Dental Technology program. Facilities renovation and equipment for the program approach a half-million dollars, a challenge for a college with limited fiscal resources and even larger facilities needs.



Lack of resources also impacts the college's ability to adequately meet the high-technology demands of the information age. The Information Technology Committee (ITC), formed under the leadership of the Vice President of Academic Affairs, is attempting to address this problem and maximize the benefit from available resources.

Lack of resources impacts the instructional program. Resources are not adequate to meet the needs of all departments. To illustrate, the Theater Academy has a national reputation and merits college pride. Replacing a significant amount of equipment needed in the theater has a high cost. A college goal is to have the educational plan drive the budget process. While significant steps have been taken in this direction, that goal has not yet been achieved.

Analysis of educational programs at the college was approached in a variety of ways.
(1) Meeting with representatives of groups and administrators involved with planning, implementation, delivery, and evaluation of educational programs; (2) conducting comparative analyses of the college's programs with those of other similar community colleges; (3) reviewing the results of the *Student Satisfaction Inventory,* (4) surveying the opinions of faculty in the area of student achievement; and (5) surveying the opinions of students.

A 20-item student survey instrument, unique to educational programs, was developed by the Standard Two Committee. For example, question (1) asked: *How well do you think that the college meets the diverse needs of all of its students?* Choices were *outstanding, above average, average, below average, unsatisfactory, and neutral/not applicable.*

Approximately 650 students were surveyed from the Art, Counseling, English/ESL, Family and Consumer Studies, Foreign Languages and Humanities, Mathematics, Media Arts, Music, Psychology, and Radiologic Technology departments. An overview of the classes completing the questionnaire indicates that the students were from almost every occupational and academic discipline offered at the college.

Results indicate that 80% of the responses to the twenty questions were in the *average-above average-outstanding* range; only 10% were in the *below average - unsatisfactory* range. The other 10% were in the *not applicable* range.

An overall evaluation indicates that LACC students respect the validity of the institution, the authority and ability of its agents — faculty, staff, and administration — to provide quality instruction.

Substantiating the *Standard Two Student Survey* results are those results from the *Student Satisfaction Inventory.* Instructional effectiveness was one of five aspects of the college that the students cared most about. Among the five questions rated as *most important* were three related to educational programs: *class scheduling, quality of instruction, and ability to grow intellectually.*

The five aspects of the college that students found *most satisfying* included two related to educational programs: *the quality of instruction and ability to experience intellectual growth.*

Two additional items of satisfaction involving the program included the *value of the catalog* and the *faculty's use of required textbooks.*

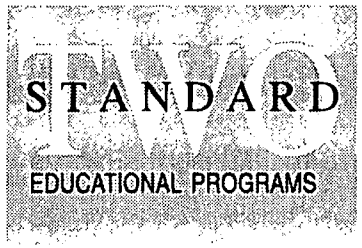
None of the five aspects that students found least satisfying was related to educational programs.

Although the quality of instruction students receive in most of their classes was ranked as both *important* and *satisfying,* there was still a 1.19 performance gap indicating room for improvement. There was a 1.09 performance gap between *importance and satisfaction* with regard to the intellectual growth that students believe they are experiencing at the college. A 1.46 performance gap exists between student-ranked importance and performance relative to classes being scheduled at convenient times.

Two other top tem items related to educational programs were *the good variety of courses* and *the college's efforts in helping students reach their educational goals.*

The gap between *importance* and *satisfaction* on course variety was 1.30; the gap for college support was 1.68. While the excellence of the educational programs is recognized and appreciated by students, there remains room for improvement in meeting student's educational expectations.

The new organizational structure in the Office of Academic Affairs was designed to facilitate communication, decision-making, and educational planning. It has resulted in more consistent, timely responses to instructional issues and in new activities and processes that support instructional leadership. One example was the scheduling of classes for Summer 1996. Another is the operational budget planning process. A third is the annual workshop for department chairs during the week preceding fall semester. The Fall 1996 program was especially designed to develop a sense of team work, shared responsibility, and recognition of the difference between urgent and important tasks.



Description 2B

The Curriculum Committee is a standing committee of the Academic Senate chaired by the Senate vice president and with faculty representatives elected as members and the articulation officer and an administrator serving as resources. The EPC is a committee of the Academic Senate. The established channel of communication is from the Academic Senate, to the committee, to the various departments of the college, and the reverse. The chair of the Curriculum Committee is a member of the EPC, which is presently in the process of progressively implementing program and departmental reviews. The EPC has a subcommittee specifically tasked with program review. The review process has evaluated 40% of the programs and departments at the college; 22% of other programs and departments are in progress, and 38% of all programs and departments will be completed by Spring 1997. Program and departmental review notwithstanding, through the Academic Senate the faculty has the primary role in curriculum processes.

Analysis 2B

The program and departmental review process is dynamic and will serve as the institution's periodic review of program and departmental quality and effectiveness. It has been used to revitalize various curricula in applicable departments. The review process includes decision-making evaluations and user-oriented evaluations. In future periodic reviews, information gained will be used for curriculum decision-making related to the needs of the community and students, the resources of the institution, and the capabilities of the faculty.

In order to resolve conflicts among various departments over computer-related curriculum, the LACC Academic Senate established an *ad hoc* college-wide committee consisting of the Business/Computer Science Information Technology (CSIT), Math, Office Administration, and ACETEC departments in order to analyze the foundations of the conflicts and to provide analysis and recommendations.

The committee consisted of representatives from each of these departments, the chair of the Curriculum Committee, the Academic Senate president, two administrators representing the Office of Academic Affairs, and outside consultants familiar with computer-related curriculum issues at a statewide level. The convening of an *ad hoc* committee occurred in November 1995, and the members presented a recommendation to the Academic Senate on a method to resolve these conflicts in April 1996. Recommendations were accepted by the Senate and implemented by the departments involved.

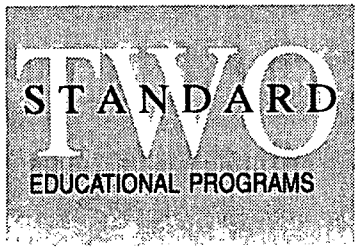
Standard 2B - Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution. Curriculum planning considers current and future needs for human, financial, and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

2B.1 The responsibility for design, approval, implementation, and revision of the curriculum is vested in designated bodies, with clearly established channels of communication and control. The faculty has a major role in such processes.

2B.2 The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures. The process is based on current qualitative and quantitative data which are used to assess strengths and weaknesses in achieving program purposes and projected outcomes. (See Standard 1D)

2B.3 Policies and procedures for additions and deletions of programs or courses are carefully developed and administered, are based on curriculum planning, and are consistent with the resources of the institution, the capabilities of faculty, and the needs of the community served by the institution.



The faculty, staff, and administration have made great progress in developing a systematic approach to educational program evaluation since the last accreditation cycle. Foremost among the activities are a program review system, and a college philosophy and mission, developed under the auspices of the Academic Senate.

The Curriculum Committee is in the process of switching from docile approval of course outlines as curriculum to the global task of curriculum design, approval, implementation, and revision as a foundation for future evaluation of educational programs. Activities will provide leadership as well as pedagogical techniques for continuous evaluation. Evaluations will focus on program implementation, construction, and modification.

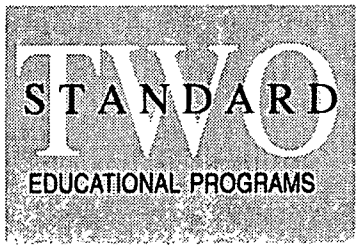
The move toward integrated and coherent curriculum in all educational programs will be guided by the EPC and approved by the Academic Senate. Coordination of curriculum will be facilitated even further since the EPC chairperson was recently elected Vice President of the Academic Senate. The latter position includes the responsibility of chairing the Curriculum Committee. In addition to the EPC, Curriculum Committee, and Academic Senate, other committees working together to improve the coherence of curriculum are the Information Technology Committee (ITC) and the Institutional Planning Committee (IPC). The ITC is charged with planning for and meeting the technological needs of the institution. The IPC is a presidential committee working in a shared governance environment to guide and coordinate future overall college planning and prioritization.

Description 2C

The broad area of general education is defined by the State of California under the Title V regulations for community colleges. In addition, the LACCDs philosophy and mission statements clearly state the function of general education on this campus:
A program of general education comprised of associate degree programs and other planned experiences which develop knowledge, skills, and attitudes necessary for the student to be effective as a person, a family member, a worker, and citizen, thereby enhancing the quality of life for the individual and for the society-at-large.

The General Education Committee was modified in response to past criticism of its structure and with the support of the Office of Academic Affairs. As of March 1996, the committee no longer operates as a separate standing committee of the Academic Senate. This body now functions as a subcommittee of the Curriculum Committee, which meets on a regular monthly basis to review new course proposals and Title V updates. This adjustment should facilitate the process of evaluating courses for general education. The committee is the vehicle by which the courses included in the general education pattern are evaluated. The committee reviews all courses recommended for inclusion into one or more general education programs and makes recommendations to the Senate. All members are faculty with no student representation.

The Title V regulations require that the general education pattern include courses to meet the areas of the humanities, fine arts, natural sciences, and



social sciences. The college has established two patterns of general education for students receiving the associate degree. Plan *A* is designed for students planning to transfer to the university, and Plan *B* is for students pursuing a vocational or occupational program.

Students transferring to the University of California system and California State University (CSU) system are encouraged to complete the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU Certification pattern for general education. Similarly, students transferring to private independent colleges and universities are encouraged to consult with a counselor for the articulated agreement of general education requirements. The University of Southern California and Pepperdine University are two examples of the many private agreements. The courses included in these agreements have been submitted by the articulation officer and have been approved by the university for lower-division general education requirements.

The competencies in communication, quantitative skills, and critical thinking are requirements for the associate degree. Competency in reading and written expression is met by completion of a course in college reading and composition with a grade of *C* or better (English 101 or 28 or 31 or Journalism 101). The mathematic competency requires Mathematics 115 (Elementary Algebra) or its equivalent or a score of 15 or above on the Los Angeles Community College District Mathematic Competency Examination.

Since 1988, Title V mandates inclusion of critical thinking objectives as an instructional component of all courses. All course outlines are submitted to the Curriculum Committee for review every five years and forwarded to the Academic Senate for approval. While most courses offered fulfill this competency, a specific requirement of the language and rationality area insures that this objective is met.

Cultural diversity as a requirement of general education does not exist at this time; however, there are classes in the humanities and social sciences that help to enhance a student's cultural sensitivity.

Analysis 2C

Students seem to believe that the general education program is meeting their expectations and covering the areas that they need to make them effective learners and citizens. Reported data from several surveys support this position. The *Student Satisfaction Inventory* confirms that students believe that the program requirements are clear and reasonable (mean 5.02) and that they are experiencing intellectual growth (mean 5.34). According to the *Standard Two Student Survey*, 80% of students thought that the areas of general education were *average* to *outstanding* in covering natural science, social science, humanities, mathematics, communications and

Standard 2C - General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the associate degree include a major area and a general education component.

2C.1 The general education segment of all educational programs is based on a philosophy and rationale that are clearly stated and provides the criteria by which the appropriateness of each course in the general education component is evaluated.

2C.2 The plan for general education is cooperatively developed by faculty and administrative staff and approved by the governing board.

2C.3 The general education program introduces the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences—and helps students to develop the intellectual skills and social attitudes that will make them effective learners and citizens.

2C.4 The educational program provides opportunity for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.

critical thinking components. Results from the *Faculty, Staff, and Administration Accreditation Survey* confirmed a similar sentiment when 55% agreed with the statement (#11), *The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.* Of students, 80% indicated that the general education program helped them develop an appreciation for cultural diversity. Although there is not presently a formal course requirement for cultural diversity, the diverse makeup of the student population creates a climate of cultural awareness. Several instructional departments offer multi-cultural courses (American Cultures, English, Child Development, Humanities, Social Sciences). To encourage cultural diversity, a listing of Cultural Insight courses is printed on a separate page in the *Schedule of Classes.*

The LACCD Board of Trustees in cooperation with the District Academic Senate is now reviewing the general education requirements for the associate degree. Three areas being considered are computer literacy, cultural diversity, and lifelong learning. The District Academic Senate General Education Committee developed a faculty survey to assess faculty attitudes regarding possible changes in the existing requirements. Several hearings were conducted during Spring 1996. Almost 80% of the faculty thought these areas were *very important to extremely important* to a student's growth and development. Almost 70% of the faculty indicated that the area of lifelong learning needs to be broadened. Recommendations are expected during the current school year. Presently the committee is reviewing these findings to make recommendations to the LACCD Board and administration.

Description 2D

1. Computer Aided Instruction (CAI)

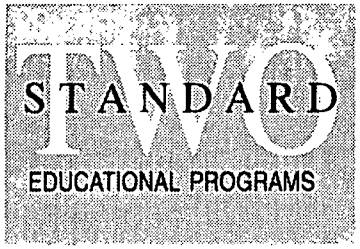
With recent technological advances, this heretofore *non-traditional* delivery system is becoming an essential teaching aid in several departments. Excluding computer-specific classes, no courses are taught by computers, but there is an increasing awareness of the capabilities of the computer in the learning environment. As the technology is evolving, key faculty and staff are exploring and developing CAI modules to fit specific class and curriculum needs.

The Title III-funded Internet project provided a major step in introducing the use of technology to all students and faculty. A wide range of Internet-based services such as the World Wide Web and e-mail are now available. Development has already begun on a campus *Intranet* to provide access to general information about the school. Development has also begun on web-based CAI.

2. Contract Education

The college continues to offer contract education programs providing credit courses for employees of Pacific Bell, UCSD for Extended Studies in Public Services in drug/alcohol rehabilitation, Child Development for employees of state Child Care centers, and Family and Consumer Studies courses for members of the Korean community.

Pacific Bell -The college had a large Contract Education Program — the largest in the state, with Pacific Bell. Due to corporate down-sizing and funding considerations by Pacific Bell the program dwindled to one-fifth its 1991 size (10 groups/cohorts in 1991 compared with 3 groups/



cohorts in 1995). Pacific Bell limited employee participation in that fewer classes at worksites are offered and no up-front payment of tuition is made by the company. The college continued to offer lower division, general education preparation to prepare students/employees to transfer to one of the four-year institutions that has formed an educational partnership with Pacific Bell until all cohorts completed their program. At present, no contract education is being delivered to Pacific Bell employees.

The college is prepared to continue to offer classes in an accelerated format at any company location (where a cohort of 15 employees are committed to completing a remedial gateway program, followed by a complete degree offering) contingent upon opportunity and funding.

Planning is well underway for a **Workplace Learning Center** which will provide on-site classes relating to basic skills and ESL to upgrade existing skills for businesses within the service area. Training of faculty began in December 1995. The training was offered in three areas of concern: marketing, curriculum development, and actual instruction delivery. Two contracts were anticipated in 1996 with an additional two contracts the following year.

University of California, San Diego (UCSD) Extended Studies in Public Services - The University of California at San Diego has contracted with the college to provide extended studies in human services for those involved in their drug/alcohol rehabilitation program. Currently 25 students are enrolled in classes offered through the Psychology Department. Short-term classes have also been offered where UCSD perceives a need to structure an appropriate learning format for its students.

Hughes Document Production Services - Hughes Aircraft Company, Xerox, Los Angeles Southwest College and LACC have formed a partnership for training students in high-tech *(doc-u-tech)* document production. The program is an outgrowth of the 1991 civil uprising in Los Angeles with the impetus and support coming from local politicians. Students are trained in English and basic skills at LACC and math classes at Southwest; and they spend one day a week at Xerox working with the high-tech machine.

Exploration of possible other partnerships is ongoing. Plans are in the development stages for a possible partnership with the city of West Hollywood. Weekly classes would be in Supervision and Business-related courses for managers and support personnel.

In addition to credit contract education offerings, customized not-for-credit workshops have also been developed for a variety of public agencies, such as the Veteran's Administration, as well as

Standard 2D - Special Programs Offering Courses for Credit

The college offers nontraditional courses for credit through a variety of special programs on- and off-campus.

2D.1 All special courses and programs which include courses for credit whether conducted on- or off-campus are integral parts of the institution; their functions, goals, and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational program.

2D.2 The college is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

the private sector. These workshops have focused on ESL and oral and written communication.

3. Greater Avenues for Independence (GAIN)

The GAIN program provides both credit and non-credit courses. It is designed to teach, train, counsel, and help recipients of Aid to Families with Dependent Children to find jobs. GAIN participants have several paths to follow. (1) Adult Basic Education for reading and math skills, ESL skills for the non-native speakers, and classes for those without a high-school diploma are available to obtain a GED certificate. (2) The Job Club helps people prepare a resume and application and conduct a job search. County workers provide job interview-leads. (3) Access to job training, education, and support services are available through self-initiated programs. (See Standard 3C for additional information).

4. Instructional Television (ITV)

The college is the host for the District-wide Instructional Television program. ITV provides telecourses to students enrolled on all campuses in the Los Angeles Community College District. The program is growing to meet student demand and exploring the use of technology to provide quality education. Last year the program served approximately 3,000 students, a significant increase from the previous year. All curriculum is reviewed by the L.A. City College Curriculum Committee and approved by the District Curriculum Committee. Faculty who facilitate telecourses are selected in accordance with District Personnel Guides and Board Rules; all faculty meet minimum qualifications for the disciplines where telecourses are offered.

The program currently offers twelve to fourteen classes per semester. Faculty conduct seminars on four campuses and will expand to six. In addition, faculty maintain office hours one day per week in the Instructional Television Office in Bungalow 120 at City College. Instructional Television provides support services to faculty including telephone, voice-mail, FAX and e-mail.

80% of the students enrolled in ITV have a computer, or have regular access to a computer. ITV developed a Web site: http:/www.lacc.cc.ca.us/ where students can obtain a description of the program, information on how to enroll, course descriptions, class schedules, tips on successful distance learning techniques, instructor photographs, faculty office hours, copies of course materials, broadcast and seminar schedules and sample examination questions. Faculty also inform students about other web sites that provide appropriate course reference materials, on-line libraries, and other information relevant to the course.

As the host campus for ITV, the college provided greater access to classes and increased student use of technology.

5. International Education Programs (IEP)

The District Institute for International Programs coordinates student study abroad, international faculty seminars, faculty exchanges, international contract education activities, international development projects, and internationalizing curriculum projects. To promote and ensure globally informed students, the college offers study abroad programs that serve all nine of the Los Angeles Community Colleges. Currently, there are educational programs

in the Czech Republic, England, France, Italy, Mexico, Russia, Spain, Thailand, and Vietnam.

Located in a multi-ethnic community, the college accepts it responsibilities for a clear commitment to foster and encourage interest and study in diverse cultures. Over 800 students from more than 80 nations add to the multi-cultural nature of the campus. Recognizing the dynamic strength inherent in multi-cultural awareness, the college understands that national and international realities, both economic and political, demand the education of its students for competence and success in a changing and interdependent world.

6. The Learning Skills Center (LSC)
The center provides students with the opportunity to improve their learning and study skills on an open-entry/open-exit basis for personal advancement or for credit. The demand for services has not changed significantly in the last four years. However, over the last two years due to limited funding resources, the LSC has decreased its hours. The current schedule is designed to continue service to both day and evening students on a limited basis. (See Standard 5 for a thorough description and analysis of this program).

7. Program for Accelerated College Education (PACE)
This program offers full-time working students an opportunity to earn a college degree in an accelerated format. The curriculum meets all graduation criteria and focuses on a chosen discipline.

Analysis 2D

The lack of staffing in special programs/contract education needs to be addressed. A task force of deans within the District is reviewing all aspects of contract education, from funding and marketing to staffing. Currently, LACC Contract Education has been delegated to the Dean of Special Programs who has no support personnel other than student workers. If the contract educational program is to grow, additional staffing needs to be secured and follow-up statistics compiled by computers already in place in the office.

The *Los Angeles Daily News* (9/7/96), based on a September 1996 Field Institute survey, reported that *Southland workers were eager to participate in company paid job training programs preferably by local community colleges.* Contract education classes at City College enroll approximately 250 students a year. Glendale College has received a $4.2 million job training grant from the state Employment Training Panel and attracts 3,000 to 3,500 contract education students a year. Serving the need for employee training is a concern not only for colleges in the District. Classes at Valley, Pierce, and Mission enrolled a combined total of fewer than 400 students a year. In a 1996-97 Proposed VATEA Title II-A Activities project, the District recently allocated

$160,096 to be divided equally among the colleges to enable them to invest in marketing to build contract education.

The 1991 Interim Visit Committee observed an absence of a clear commitment to International Education in the college's mission statement. Although accurate, the District's mission statement does address this issue, and the District is responsible for administering the International Education Program. With instructors being selected from the nine colleges within the District, some of LACC's instructors participate in that program.

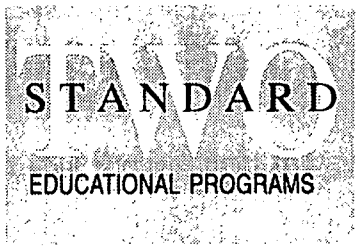
Students are seemingly unaware of the international education offering. As the *Standard Two Student Survey* of April 1996 indicated, 14% knew little or nothing about such programs or marked *not applicable,* a response that represents the largest percentage of *not applicable* of the twenty questions. While 13% indicated that the college rated *below average* in providing information on IEP, the largest percentage, 34%, rated LACC *average.* Only 21%, the smallest number in that column of all the questions, marked *above average.*

Mostly due to financial constraints, except in computer-related classes, computers have not been widely available to students. Those departments with equipment were at a distinct advantage compared to those without. When faculty were surveyed in the *Faculty Effectiveness Survey* on how frequently CAI opportunities are developed for students, the mean response was between *rarely* and *occasionally.* As the emerging technology attracts more interest and as students come with some previous computer experience, the students' needs will have to be addressed. To that end, the college established the ITC to develop a strategic plan for computer technology. It is the goal of college and the ITC to insure fair and equitable computer access to the entire college community. A 1996-97 one-time block grant of approximately $850,000 from the State Instructional Equipment Fund will help to reach that goal.

Description 2E

Every course offered by the college has a course outline on file with the Office of Academic Affairs. In addition, copies of the outlines are accessible to students, faculty, and staff in the Martin Luther King, Jr. Library. During the beginning of the semester, instructors are required to distribute a syllabus of each class to students to define the course content, requirements, objectives, and grading policies.

The two student publications that clearly define the criteria for evaluating student achievement are the *College Catalog* and *Schedule of Classes.* The catalog devotes several pages to academic standards and credit policies by which students are evaluated. Also, each schedule includes a section on scholastic policies. Credit is granted to students along established guidelines; by Title V regulation, a student may challenge a grade within one year from the end of the time in which a course was taken. The LACC *Faculty Handbook* and the LACCD *Attendance Accounting and Grading Procedures Manual,* distributed to every faculty member, are the publications in which faculty are apprised of scholastic policies.



New student orientation, one of the matriculation components, defines student performance, achievement, expectations, and policies early in a student's academic career. Guidance or Personal Development courses offered by the Counseling Department further emphasize the importance of student achievement by covering scholastic issues in great detail.

The requirements granting the diploma for the Associate in Arts, the Associate in Science, and career certificates are clearly defined in the *College Catalog*. The catalog and *Schedule of Classes* contain information on degree and non-degree credit. The college does not give credit for prior experiential learning although credit by examination is available in selected courses listed in the catalog.

Analysis 2E

While the mode of distributing information by the instructor in each classroom varies widely, the faculty is diligent in informing their students about class procedures. In the *Standard Two Faculty Survey,* 29 instructors from 16 departments were asked about student achievement. An impressive 96% indicated that they instructed their students on course content, requirements, and grading policies either in verbal or written form. Another 85% responded that they used published standards and 89% believed that their students understood and accepted those grading norms. 92% of the faculty believe that their final grades reasonably measure the actual achievement of their students. The *Standard Two Student Survey* found that 45% rate the faculty *above average* to *outstanding* in explaining the course and grading. The *Student Satisfaction Inventory* revealed that some of the highest number of positive responses pertained to faculty effectiveness and excellence (question #18).

The *Early Alert Rosters* are seen by 60% of the faculty polled in the *Standard Two Faculty Survey* as valuable, although tutorial assistance was an area of concern. In the *Student Satisfaction Inventory* students indicated less satisfaction with the advising/counseling services than with any other academic aspect. Large performance gap scores appeared for items dealing specifically with transfer knowledge by their academic advisor (Question 40, 1.56 performance gap); adequate support and advisory services (Question 47, 1.57 gap); and the overall help extended to the student by the college in order for that student to reach his/her educational goals (Question 52, 1.68 gap). On the other hand, responses to New Student Orientation showed a positive response as did policies and procedures regarding registration and course selection (Questions 35 and 59).

The *Standard Two Faculty Survey* found that 85% agree that the degree conferred accurately reflects the actual academic achievement of the student. The *Standard Two Student Survey* found that 83% rated the degree as accurately measuring actual achievement. Of those, 55% rate it *above average*

Standard 2E - Credit for Student Achievement

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.

2E.1 Student performance is evaluated in terms of defined and published course requirements.

2E.2 Criteria for evaluating student performance or achievement, i.e., grades (A,B,C, etc.) are clearly established, stated in college publications, and are generally understood by faculty and students.

2E.3 Credit awarded is consistent with student learning or achievement and based upon generally accepted norms or equivalencies.

2E.4 The degree, certificate, or diploma awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate.

2E.5 Clear and well-publicized distinctions are made between courses which offer degree and non-degree credit.

2E.6 Any credit for prior experiential learning is awarded and limited in accordance with Commission policy. (See Commission policy on Credit for Prior Experiential Learning in Undergraduate Programs)

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to outstanding in mirroring the student's academic effort. In the *Student Satisfaction Inventory,* the second highest number of positive responses dealing with Instructional Effectiveness indicated that students had been able to experience intellectual growth at the college.

Description 2F

The college maintains quality control of its curriculum through a full-time faculty articulation officer who coordinates and maintains agreements, monitors records and compliance, works directly with the faculty, and reports to the Office of Academic Affairs. The curriculum planning process involves coordination with 9 campuses of the University of California (UC), 22 main campuses of the California State University (CSU), and approximately 90 WASC-accredited degree-granting independent colleges and universities, among within-state and out-of state institutions. Course articulation agreements are classified into several discrete areas: courses accepted for baccalaureate credit, general education breadth agreements, course-to-course agreements, and lower-division major preparation agreements.

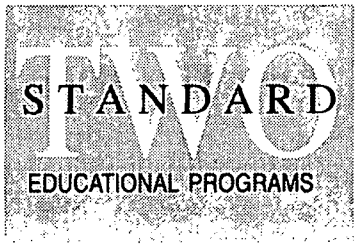
The LACC Transfer Center systematically receives and reviews data about the number, performance, satisfaction, and adequacy of preparation of the students who transfer to the UC and CSU systems.

The college has several vocational-technical training programs. Evaluation of the relevance of courses to job requirements is done by conference arrangements between several workplace pipelines for vocational-technical students and the sending departments. The Tech Prep program requires articulation with two local secondary schools. The curriculum is developed and articulated through a faculty conference between the two high schools and later approved by the college. Entrance into the program is at the ninth-grade level. Students prepare for technical occupations at the high-school level and complete their training during two years of study at the college.

Analysis 2F

As with most inner city community colleges, the turnover rate at LACC is high. The college loses from 60-75% of an entering class after two years. Cursory examination indicates that the majority of the students are highly motivated to learn and strongly identify with all of the official messages they have received concerning the value of education. However, many of the students arrive from inner city high schools poorly prepared for college work. Strong articulation/transfer arrangements to assess the impact of educational programs need to be developed with feeder high schools in order for students to maintain success through college The high success rate of its students at articulated public and private colleges and universities is a reflection of self-selection among successful students after a costly high attrition rate.

Increasing focus must be directed to entering students. The college needs to become clearly aware of its relationship to the greater Los Angeles community. The Tech Prep program is a strong model for preventing attrition among students at Marshall and Grant high schools. Articulation with Crenshaw High School is in effect for television.



The ground work is completed for a film program with Belmont High School and communication with Los Angeles High School has begun. The goal of the college is to implement a Tech Prep program with every high school in the district. In addition to developing skills for entrance into the workplace, the program increases students' self-esteem.

It is hoped that high school/college articulation will become as strong as college/university articulation. College/university articulation has been facilitated by strong articulation officers over the years. Programs such as Honors have contributed to the strength of articulation agreements. The college has received many glowing reports concerning the success of its transfer students to the UC and CSU campuses.

The LACC Educational Master Plan recently ratified by the Academic Senate has a clear objective of emphasizing the college as an educational institution rather than a transfer institution. The faculty position is that decision-making by students should be unrestricted.

Description 2G

As a comprehensive community college, LACC offers courses and programs designed to provide students with the information, knowledge, attitudes, and skills necessary to function effectively and creatively in public, vocational, and personal situations. Frequently, the foundation to function effectively is laid through participation in non-credit courses and programs. GAIN, Citizenship, and Job Training Partnership Act (JTPA) programs are prime illustrations.

Non-credit programs are administered by the Dean of Special Programs under well-stated policies made explicit by the program funding source to ensure proper and coordinated planning and evaluation. Kept on file in the Office of Special Programs, non-credit course outlines are shared with the Curriculum Committee as informational items prior to being sent to the State Chancellor's Office for approval.

The *College Catalog* contains descriptions of the major programs that are predominantly non-credit. However, it does not state that there is no enrollment fee for non-credit classes. This omission is not viewed as serious because only one non-credit ESL course is listed in the *Schedule of Classes.* Access to other non-credit classes is through the special program, and participants are fully

2F.1 The curriculum planning process involves liaison with secondary schools, particularly in sequence courses. Where articulation agreements exist, high schools of origin receive reports on student performance.

2F.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to major and general education requirements. Data about the number, performance, satisfaction, and adequacy of preparation of transfer students are systematically collected and reviewed.

2F.3 The relevance of courses to job requirements is ensured by systematic analysis of specific job requirements and curriculum review.

2F.4 Follow-up studies of transfer and occupational students are conducted regularly to evaluate the level of performance or job placement.

informed about fees and relevant procedures. Furthermore, all costs of the special program are generally paid by the funding agency.

When non-credit courses fall within a subject matter area where a credit program exists, the course proposal is reviewed by the appropriate department chair. As special program participants gain basic, personal, and job maturity skills from non-credit instruction, credit vocational courses are often incorporated into the special program to enhance coordination with institutional credit programs. When non-credit instruction is provided through contract education, as it occasionally is, staffing is provided by the department offering the credit course.

Analysis 2G

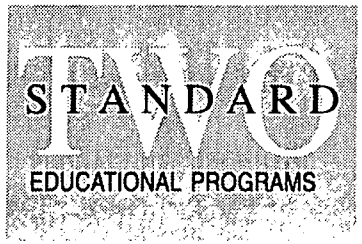
Non-credit offerings are not significant at the college. Historically, non-credit has been the domain of the Los Angeles Unified School District (LAUSD) Adult Schools through negotiated *delineation of functions* agreements. When the Amnesty program was introduced, demand was so great that there was a need for both the LAUSD and community college districts to respond. As the need diminished, the college non-credit program shrank, and LAUSD resumed its former role as the prime provider of non-credit education.

Due to decreases in need and funding, the college no longer offers an extensive non-credit program. Programs that are primarily non-credit are funded by outside agencies, such as the City of Los Angeles. At one time, a large non-credit program existed in ESL. But inasmuch as non-credit programs are funded at a lower level than credit programs, only one such class is currently offered each semester. While the demand for beginning level instruction in ESL exists, this need might be better met before individuals come to college. Thus, it appears that the decision to move away from extensive non-credit ESL offerings was a wise one.

Description 2H

Community Services provides not-for-credit classes to meet community needs and interests on a year-round basis. Each year 900,000 schedules are distributed to inform the community about the available offerings. Offerings include computer software mastery, business development, arts, languages (ESL, Italian, Spanish, accent correction), exercise, dance, swimming, piano, golf, children's programs, ethnic cooking and crafts, and counseling newly arrived immigrants. New offerings are introduced frequently and submitted regularly to the Office of Academic Affairs for review before being approved by the Board of Trustees. Any class related to credit courses is reviewed and approved by the appropriate department chair before being offered. The self-sustaining program serves 14,000 students and charges fees from $5 to $250 per course. About 10% of the students go on to get an associate degree at the college.

District policies and procedures are followed in establishing conditions under which college facilities may be used by the public. The Civic Center function is administered through the administration component of the college rather than through Community Services. For the current fiscal year, 144 Civic Center permits have been issued illustrating that the campus consistently serves as a major resource to the community.



Analysis 2H

Ever since the mandate to be self-supporting replaced the permissive special purpose tax for Community Services, the program has emphasized workshops, classes, and recreational activities rather than service to seniors and cultural events. Community Services continues to be responsive to community needs and interests and meet the mandate to be self-supporting. It aims to establish off-campus sites to conduct seminars and to solicit grants and foundation assistance to support programs for low-income participants. It wants also to establish an *Open to the Community* Internet access lab for school-age children and their parents, offer seminars on how to establish a business venture, and increase group recreational activities (soccer, volleyball) on a fee basis in order to encourage supervised use of college facilities.

Planning

The six institutional planning goals and objectives related to Standard 2 are to:

1. Foster educational excellence by

a. establishing a Committee for Instructional Innovation to encourage faculty to develop grant proposals, develop and offer college-wide and departmental colloquia, administer college-sponsored mini-grants, and offer other related activities to improve instruction.

b. updating curriculum and methodology to reflect the changing environment.

c. developing new worksite training programs and contract education opportunities.

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Standard 2G - Non-Credit Courses and Programs

Non-credit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.

2G.1 Planning for and evaluation of non-credit courses and programs is comparable to planning and evaluation for other programs of the institution.

2G.2 Programs are administered under stated and well-publicized institutional policies and procedures.

2G.3 Policies governing non-credit courses and programs are described in appropriate institutional publications.

2G.4 There is demonstrable coordination with institutional credit programs.

d. reviewing the college's computer-related curriculum.

2. **Improve communication among all campus units by** expanding opportunities for cross-disciplinary and inter-program collaborations.

3. **Transform LACC into an *electronic campus* by** exploring the possibility of offering courses via Distance Learning and the Internet.

4. **Create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community by** developing a multi-ethnic course requirement for graduation.

5. **Establish clear lines of accountability by**

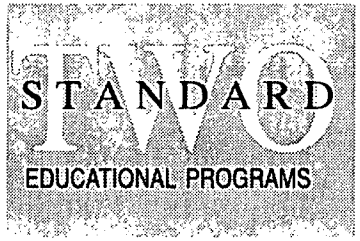
a. encouraging collaborative enrichment opportunities involving students faculty, industry, and four-year institutions.

b. recognizing and rewarding programs that stage special events, presentations, readings, and panels for the benefit of the greater college community.

6. **Strengthen college/community collaboration by**

a. developing a *public service* option to grant students credit for clean-up work on campus grounds, peer tutoring, high school recruiting, and rest home visits.

b. inviting community leaders to serve on a College Advisory Board.



Standard 2H - Community Education and Services

Community Education and Services, if recognized as an institutional objective, respond to local needs for lifelong learning by providing avocational classes, classes for the business and professional community, non-credit contract education courses, cultural events, and community and civic functions.

Supporting Documentation for Standard Two

Accreditation Self-Study Drug/Alcohol Studies Program, 1996
AFT College Guild Agreement, 1993-1996
California Colleges for International Education Annual Report, 1995-1996
College Catalog
Community Services Schedule of Classes, 1996
Course Outlines of Record
CPEC Transfer Student Profile, 1996
CSU Community College Transfer Students Report, 1995-1996
Curriculum Committee Minutes, 9/16/96 and 10/15/96
Dental Laboratory Technology Report for Site Visitation, 1995
Dietetic Technician Program: Report to the Commission on Accreditation, 1996
Educational Master Plan, 1996-2001
Faculty Effectiveness Survey
Faculty Handbook, 1996
Faculty, Staff, and, Administration Accreditation Survey
LACCD Annual Information Digest, 1993-1995
LACCD Attendance Accounting and Grading Procedure Manual
LACCD District Academic Senate General Education Committee Faculty Survey, 1996
LACCD Fall 1994 Student Characteristics by College and District
LACCD Proposed VATEA Title II-A Activities, 1996-1997
Organizational Chart
PACE Materials
Program Review Self-Study Report
Radiologic Technology Application for Re-Accreditation and Self-Study Narrative, 1995
Schedule of Classes, Spring 1997
Standard Two Faculty Survey
Standard Two Student Survey
Student Satisfaction Inventory
Teacher Orientation Program

2H.1 Community education classes are part of the educational program and are coordinated with the credit and non-credit program.

2H.2 Community liaison is effectively developed and maintained in order to determine community interests and needs and to evaluate offerings.

2H.3 Institutional policies and procedures establish conditions under which college facilities may be used by the public.

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Air Corps Institute enrollment
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Co-Chairs
Marilou Saich
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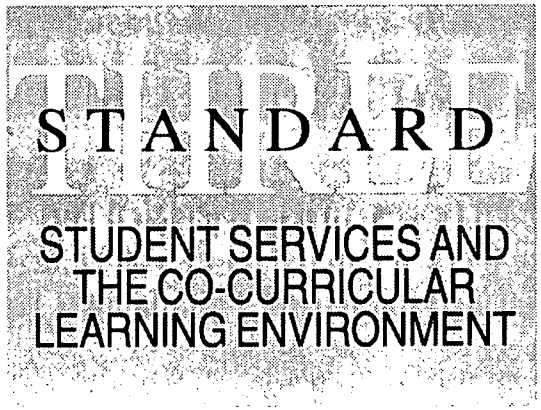

Description 3A

Students' learning and counseling needs are identified through matriculation components. The college also has an ongoing program review process which involves student surveys and college research. Matriculation is a process which enables the college to assist students in selecting and successfully attaining their educational objectives. The process includes admissions, assessment, orientation, counseling, follow-up on student progress, research and evaluation, and coordination and training. Orientation sessions are held during the day.

Admission

Upon arrival students are directed to the Student Assistance Center (SAC), where multilingual assistance is provided. Application forms are completed and schedules of classes are issued. Students are also given an appointment for assessment.

Assessment

Students take English as a native or second language and mathematics assessment instruments in order to identify the levels of their English language comprehension abilities and computational skills. A writing sample is also taken. Students may obtain their scores for advisory purposes within a short period of time. Disabled students are assessed with the assistance of the Disabled Students Programs and Services (DSPS) in order to provide them with equivalent services.

Orientation

When students have been advised regarding the appropriate courses for English and mathematics, they attend an orientation session conducted by counselors to introduce the college's programs, services, procedures, facilities, and counseling services.

Counseling

With a counselor, students develop a student educational plan (SEP) designed to *follow* them throughout their academic career at the college. The counselor discusses career plans, academic interests, and needs and referrals to other appropriate services.

Student Follow-Up

Students are provided with an *Early Alert Program* and subsequent referrals to services such as tutoring, assistance through the Learning Skills Center (LSC), and/or individual or group counseling sessions. The faculty participates in this process by the fourth week of each semester.

Research and Evaluation

Through the Office of the Institutional Research, studies are conducted to measure effects, success, failures, and productivity to evaluate and improve curriculum, programs, and services. The researcher also works with the

Standard 3 - Student Services And The Co-curricular Learning Environment

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflects an institutional concern for students' physical and mental health, facilitates educational progress, and helps students to relate to others in the institutional community.

3A - General Provisions
Established policies and practices make clear the institution's obligations to students and the obligations of students to the institution.

3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.

3A.2 The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up.

3A.3 The institution involves students in the planning, development, and delivery of student services.

English and Mathematics departments to insure assessment instruments are in accord with the State Chancellor's Office.

Coordination and Training
Through the Matriculation Center, a full-time coordinator oversees the center and ensures that all components are functioning and supporting students' academic success. The center also provides training and information to faculty and staff to effectively serve the students.

The district-wide student grievance procedure and student discipline procedures were recently reviewed, modified, and adopted by the Board of Trustees. They are explained in the college catalog. In Fall 1995, an informal campus student complaint process was instituted in cooperation with the Department Chairs Council and Office of Academic Affairs to precede the student grievance process.

Policies and procedures regarding student rights and responsibilities, services and programs, and student government and activities are published in the *College Catalog, Schedule of Classes*, and student journal. The Standards of Student Conduct are also distributed at the time of application. A student services newsletter is published quarterly and highlights information about student services, programs, and activities. Programs and activities are also publicized through the college newspaper, *The Collegian,* and the weekly campus bulletin, *This Week At City.*

Students participate in campus leadership and organizational programs. The Associated Student Organization (ASO) president sits on the Student Services Council. Included in ASO is the Inter-Club Council (ICC), consisting of over sixteen clubs and the Inter-Departmental Student Senate, consisting of student representatives from the academic departments. The ICC meets regularly and sponsors many events on campus. Two student representatives have voting positions on the Shared Governance Council (SGC). There is student representation on ad-hoc committees, as well as the Budget, Recruitment, and Information Technology committees.

Academic support services are offered to day and evening students: Counseling, Admissions, Financial Aid, Extended Opportunity Program and Services (EOPS), Bookstore, Health Center, International Students, Veterans, Learning Skills Center, Library, and Transfer Center. They are all available during evening hours from Monday to Thursday.

Analysis 3A

The District and college conduct surveys to assess student characteristics and learning and counseling needs. The most recent college surveys took place in Spring 1996, when the *Student Services Survey* and the *Student Satisfaction Inventory* were administered to assess student characteristics, behavior, and attitudes. In responding to the *Faculty, Staff, and Administration Accreditation Survey,* 59% of the faculty agree with the statement, *LACC seeks to understand the learning and counseling needs of its students.*

Student participation is an integral part of planning and developing student services. Students are represented on the Matriculation Steering

STANDARD THREE

STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

Committee and the ASO. They participate in the process of serving the students in the Student Assistance Center, assessment, student follow-up, and the Learning Skills Center. On the rare occasion that a decision affecting students is made outside of committee decisions, the ASO president is contacted for input and information.

Student involvement in institutional governance is also encouraged, and student representation is requested and welcomed on most policy-recommending bodies of the college. Although student input is well received and is an important factor in decision-making, students are often absent from committee meetings due to their other obligations. Committee chairpersons routinely encourage student participation by sending meeting reminders or calling students directly.

Students participate in significant statewide and nationwide conferences to learn more about leadership and bring new ideas back to the campus. The ASO advisor supports and guides students in their leadership development. There are plans to develop a leadership academy for students who participate in student government. The academy will include selected course work and, once implemented, will prepare students for leadership roles. The 1994-95 ASO President at LACC was elected by the District's other ASO presidents to be the 1995-96 student member on the LACCD Board of Trustees.

Two examples of student leadership in the recent past are briefly described below.
In Spring 1996 the ASO assisted in defusing a sensitive situation with racial undertones. The ASO facilitated forums and sponsored workshops to raise awareness about multi-cultural issues. The ASO president acted as an ambassador to fellow students. Also, the ASO voted and funded the renaming of two campus buildings — Cesar Chavez Administration Building and Martin Luther King, Jr. Library — after the nationally recognized leaders who represent the ethnic and racial background of the community served.

Students indicated on the *Student Satisfaction Inventory* the importance of having clearly stated procedures to formally express complaints, but they are neutral on whether such policies are clearly stated or readily available. On a 7-point scale, from *not satisfied at all* to *very satisfied,* students were neutral on the questions, *If I have a complaint, I know what to do (procedures to take), and Channels for expressing student complaints are readily available.*

The district-wide Student Services Council, in conjunction with General Counsel and District senior staff, reviewed and revised and the Board approved the Student Grievance Procedure (Administrative Regulation E-55) and the Student Discipline Process (Board Rule 91101) to simplify

3A.4 Policies on student rights and responsibilities, including the rights of due process and redress of grievances and rules defining inappropriate student conduct, are clearly stated, well-publicized, and readily available, and they are implemented in a fair and consistent manner.

3A.5 Publications (e.g., student handbooks) describing relevant policies and procedures, student services and programs, student government and activities are readily available.

3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.

3A.7 Counseling and other appropriate academic support services are offered to day and evening students on and off campus.

3A.8 Staffing, resources, and physical facilities are commensurate with the size of the institution and with its stated purposes.

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them. They will be included in future publications, including the new student handbook.

Along with the continuation of the present forms of publications, the student journal will be revised for 1996-97 as a Student Services Handbook to be handed to students at orientation/registration.

Staffing and physical facilities have suffered due to funding constraints. A request for a student services center to house all services in one building for easier student access was made in 1991 and is still being requested.

Students have indicated a desire for Saturday hours in various student areas. Some offices, such as Admissions and the Bookstore, provide Saturday hours during peak periods. EOPS now offers counseling appointments on Saturdays. Staffing limitations hinder other offices from moving in this direction.

Description 3B

The Student Assistance Center (SAC) is the first step for students who wish admittance to the college. A multilingual student workforce assists them in completing applications. The Office of Admissions and Records accepts and processes applications from all students, including disabled students, foreign students, and special program students. Continuing students enroll for classes by using the Student Telephone Enrollment Program STEP. After assessment and a two-hour orientation with a counselor, new students are given the choice of STEP or in-person registration. Each student who is not matriculation-exempt takes a placement assessment before enrolling in an English or mathematics class. Separate placement tests are given to English-as-a-native language (ENL) and English-as-a-second language (ESL) students. To minimize cultural bias, only matriculation state-approved tests are used and are evaluated continually to establish validity. Final grades are available through STEP.

The college actively recruits within the very diverse general community, including the feeder high schools. In Spring 1996 the Counseling Department sponsored a High School Counselor Day, inviting high-school counselors to the college. Presentations as well as a campus tour were given by the various departments. This activity is planned for each semester. An EOPS counselor visits local high schools to explain the EOPS program. Advertisements are placed in all local newspapers, including Spanish and Korean language publications. The college advertises internationally and has the largest

foreign student enrollment in the District. A World Wide Web page is being developed on the Internet. The college has been awarded an Upward Bound grant and a math enrichment program grant through Hispanic Association of Colleges and Universities (HACU), both of which will broaden recruitment efforts.

Student records of admission and progress are maintained and protected through participation in a district-wide centralized computer system. This information is online and dates back to Spring 1974. Earlier transcripts are on microfilm, stored in a fireproof vault in an enclosed area of the Admissions Office.

The *Directory of Transfer Credit Practices* is used as a guide to all accredited United States Schools. Course work is evaluated by credit clerks and counselors. If there is a question regarding a certain course, a course description from the sending institution is required, and the evaluation is made by the department through petition. The policy for credit from non-accredited institutions is included in the *College Catalog.*

The policy regarding fee refunds is published in the *College Catalog* and the *Schedule of Classes,* distributed to each entering student, and is established in compliance with Title V regulations.

Analysis 3B

Recently, the District sponsored a two-day workshop on Strategic Enrollment Management. LACC is pursuing this concept to develop effective ways to enhance access for students. The admissions process, from the Student Assistance Center through telephone registration, is evaluated and modified from semester to semester. Although the policy for enrollment fee refunds is well publicized, it is sometimes overlooked. This results in student petitions. Decisions are consistent with established policies. Approved transfer credit procedures are in place. The institution has made provisions for the storage of student records. In today's technological environment, there are fewer hard copy documents to store.

The college has a wide range of programs to meet the needs of its diverse population. Student clubs that reflect the diverse populations continue to be chartered. These clubs offer programs to enhance appreciation of the college's diversity.

Standard 3B - Admissions and Records

An admission, registration, and records service facilitates student access to the institution and keeps and protects the records of their participation.

3B.1 Standards for admission, including provisions for exceptional cases, are based upon norms of expectation generally recognized in postsecondary education, and are consistent with the institution's educational purposes. Test instruments used in the admission process are designed to minimize cultural bias and are evaluated to assure their validity.

3B.2 The institution actively seeks diversity in its student body.

3B.3 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fireproof and otherwise safe storage and backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery from disasters. If an institution closes, provision is made for the future security and accessibility of academic records.

3B.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure academic quality and relevance to the student's program.

Description 3C

The college offers specific services for international students, the disabled, veterans, re-entry and single parents/homemakers, the educationally and economically disadvantaged. The following section briefly describes the services and is arranged alphabetically for easy reference.

Athletics

The Athletics program provides an opportunity to matriculate with the goal of transferring to a four-year college or university. All student athletes are counseled regarding transferable courses and informed of matriculation news and opportunities. The program includes competitive teams in men's baseball and basketball, women's volleyball, men's and women's cross country and track and field.

Bookstore

The mission of the Bookstore is to be financially self-supporting while providing instructional materials to the students. The Bookstore solicits information from faculty regarding books and supplies and anticipates demand for products by keeping abreast of industry trends and by listening to student comments. Many departments and student groups provide further input on a continuing basis. Expanded hours are offered at the beginning of each semester, including Saturdays.

Career Center

The Career Center provides career testing and counseling for students having difficulty in making career choices. Students are referred by counselors and instructors and through orientation sessions and guidance classes. Other sources include the *Schedule of Classes* and the *College Catalog*. The director/counselor is a member of the Matriculation Steering Committee. For a small fee, the center offers vocational testing to determine interests, values, and aptitudes. A library of career information and periodicals describes trends in employment, educational requirements, personal qualifications, and salaries. Two major resources are the EUREKA and SCHOOLFINDER computerized programs that provide current information about careers and colleges.

Child Development Center (CDC)

The Campus Child Development Center is an early childhood learning program designed to increase access to college for non-traditional students. Additional functions include serving as a field training site for instructional disciplines(primarily Child Development), providing an exemplary early childhood education for preschoolers, and offering parent education. The target population is low-income, full-time students. The center currently serves 64 student-parents. Students apply for admission each semester and are selected for enrollment based upon priority criteria mandated by the State Department of Education and LACCD Board of Trustees. Income, college enrollment, and age of children are all verified prior to receipt of service.

Due to the level of regulation involved in providing this type of service, student parents have minimal involvement in its development. However, they participate in an advisory committee, receive an educationally oriented parent newsletter, attend

faculty presented workshops and events, and meet regularly with the faculty. The center's faculty collaborate with the college's Child Development instructors to coordinate a program of observation and student teaching for their students. The CDC teachers serve as supervisors, models, and mentors to numerous college students.

Citizenship Center

The Citizenship program adequately meets the needs of the clientele it serves despite funding cutbacks. This program receives no federal funds. Focus in the current program is on English instruction and citizenship preparation with appropriate testing and certification.

The Citizenship Center, funded from state Adult Basic Education (ABE) citizenship and ABE ESL grants, offers Immigration and Naturalization Services (INS) approved Educational Testing Services (ETS) Citizenship tests. Tests are administered to over 200 people per month. Photos, fingerprints, assistance with the INS N-400 Citizenship application, and ESL and citizenship test preparation classes are provided to 100 people per month. Tutoring is available to the college's students under the ABE grant. Fees are charged for services.

The center serves clients from on- and off-campus, including the community, students, and employees. Identification of needs involves compliance with INS standards and encouragement to those who need ESL to take classes at the college. All clients are encouraged to enroll in the college's credit program.

Disabled Students Programs and Services (DSPS)

DSPS provides support and advocacy for students with disabilities. To determine eligibility for the program, a prospective student must enroll with DSPS, where the staff administers diagnostic assessment instruments, interviews, and evaluations, and determines eligibility based on criteria established by the college or State Chancellor's Office. After assessing the results, an Individual Education Plan (IEP) is developed with each student, outlining goals and classes appropriate to the student's purpose and to the nature of verified disability. Once a student is accepted into the program the range of services available, includes readers, note taking, interpreting, test taking, and counseling.

Extended Opportunities Program and Services (EOPS)

EOPS provides educational opportunities through support services to students identified as educationally and economically disadvantaged. Services include but are not limited to outreach and recruitment, counseling, book services, tutoring, career/transfer assistance, and workshops. Identification of students' needs is determined during an initial counsel-

Standard 3C - Comprehensiveness of Services

Depending on the nature and needs of the student body and the purposes of the institution, a range of student services may be provided. Decisions on comprehensiveness of services depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residential facilities. The functions, goals, and objectives of each service are consistent with those of the institution. Each is planned and evaluated by the same established processes as are other parts of the institution's major programs and services.

ing session and subsequent counseling sessions. Students are involved in the planning and the development of services by serving on the EOPS Advisory Committee. EOPS also sponsors the Cooperative Agencies Resources for Education (CARE) program designed to assist EOPS single parents at the college. The scope of the program is to provide referrals and assistance in child care, community and campus referrals, workshops and seminars, transportation assistance, and additional services.

Financial Aid

Financial aid provides much needed economic resources to students who otherwise could not afford to attend college. The average financial aid student receives approximately $2,000 per year to help achieve educational objectives. Students taking advantage of all programs available can receive up to $12,000 a year in combination grants and loans. Needs of financial aid students are identified through the free application for federal student aid process. Students receive Student Aid Reports from the Department of Education which calculate the effective family contribution they are expected to give each year toward education. Federal aid is provided to help meet the remaining need for educational resources.

Food Service

Food service is available on campus in the student cafeteria. Vending machines at various campus locations also provide snacks and beverages. A catering truck, located on the south portion of the campus, serves both day and evening students.

Greater Avenues for Independence (GAIN)

GAIN is funded by the City of Los Angeles, which provides instructional funds, and by the Department of Social Services, which provides funds for tracking and monitoring the progress of participants. The college's office is required to interview and complete a number of forms for incoming GAIN students. The Individual Service Strategy form is designed to develop a general plan for services, education, and training leading to employment or other appropriate outcomes. It also identifies an individual's barriers to training and employment. Educational assessment is taken by using the Comprehensive Adult Student Assessment System (CASAS), General Education Development (GED), and other standardized tests. Basic skills students take the learning skills battery of tests. Many students take the college placement tests. (See Standard 2D for additional information). All GAIN vocational students are encouraged to get an educational plan from the Counseling Department. The county monitors a student's progress on evaluation forms. The GAIN Office signs off on these forms when provided.

International Student Center

The International Student Center is a satellite one-stop service center providing admissions and counseling services to over 900 visa students. International students enroll in classes leading to the associate degree, and others intend to transfer to four-year colleges and universities. The college was first certified by the United States Justice Department INS to accept F-1 visa student on April 30, 1954. Along with the certification comes the responsibility of adhering to INS rules and regulations regarding documentation.

Student Assistance Center (SAC)
SAC is a multi-dimensional support system that provides general campus information and a confidential evaluation and referral service. The staff offers community referrals: employment, child care, medical treatment, family planning, county public assistance, housing, legal aid and psychological counseling. A comprehensive listing of all campus student services is available. As a continuing support system, the center aims to make the student aware of available college and community services.

Student Health Center
The health center, supported by a mandatory $7.50 fee, assists students in connecting with local health agencies. Students receiving financial aid or requesting and receiving exemption on religious grounds do not pay. The center has established a relationship with community agencies. A contract with White Memorial Hospital recently replaced a nurse employed by the college since the center first opened in 1993. The decision to change was a shared governance recommendation based on student requests and reduced funding. The staff assists students in selecting a community health clinic that will offer care around the clock.

The center maintains open, available, walk-in health information, including material on staying healthy, and attends to minor health incidents that occur. A list of 800 phone numbers for health information is maintained. Kaiser has also made its health information phone lines available. Student health services include basic first aid, basic immunizations, basic tests for pregnancy and TB, assessment and counseling, crisis intervention, and access to nurse and/or doctor for medical work, including psychological counseling.

Transfer Center
The center's primary purpose is to assist students interested in transferring to a four-year college or university. As such, the center performs a vital role in fulfilling the college's mission. Representatives from four-year colleges and universities visit the center on a regular basis to disseminate up-to-date information. Questions on financial aid, housing facilities, and admission requirements are answered. Applications to local four-year universities are available. Students are advised to review their general education and major course requirements with a counselor before speaking with a representative. Catalogs from every accredited college and university in the United States are listed on microfiche and available to everyone.

Veterans
Veterans are referred by offices and programs on campus and by the Veterans' Administration to the veterans' representative for information and direction about activating G.I. educational benefits. After processing through the Veterans' Administration, students begin receiving educational benefits and counseling services.

Student Use of Student Services, by Service

Survey Question: Please mark the services you have used, and the frequency with which you have used them. Be sure to mark **all** that apply.

	Use Service %	Seldom %	Occ %	Freq %	Never %	Did not know %	Total Resp N
Bookstore	98.2%	23.5%	48.8%	25.9%	2.0%	0.2%	459
Library	91.7%	18.7%	30.3%	42.7%	7.0%	1.3%	445
New Student Orientation	31.8%	20.3%	8.4%	3.1%	51.9%	16.2%	414
Academic Advising	57.5%	27.8%	21.6%	8.1%	33.7%	8.8%	421
Student Assist. Center	49.8%	24.4%	19.4%	6.0%	42.8%	7.4%	418
Learning Skills Center (Tutoring)	41.1%	16.5%	15.3%	9.3%	55.1%	3.7%	430
The Writing Lab(Tutoring)	35.0%	16.8%	12.1%	6.1%	60.0%	5.0%	423
The Math Lab (Tutoring)	27.5%	13.1%	9.2%	5.2%	67.6%	4.9%	426
Career Center	35.1%	22.2%	10.1%	2.8%	59.7%	4.7%	424
Health Center	23.5%	13.4%	8.4%	1.7%	71.6%	5.0%	419
Transfer Center	37.6%	19.3%	15.0%	3.3%	59.4%	2.9%	419
EOP & S	44.1%	14.6%	12.8%	16.7%	50.3%	5.5%	437
Financial Aid	61.8%	18.9%	20.4%	22.5%	36.9%	1.3%	445

Note: All percentages are calculated from Response Item N.

Analysis 3C

Consistent with the goals and mission of the college, students are offered a broad range of programs and services.

Bookstore

The Bookstore provides a larger variety and quantity of services than any other LACCD store does to its respective institution by collecting parking meter money, issuing vending machine refunds, and counting and depositing cafeteria receipts.

A core group among the staff works to continuously improve the store's performance; however, procedures are often cumbersome and manual. In addition, the store's operating regulations, such as text requisition deadlines and pricing, need to be better communicated. Excessive campus bureaucracy, i.e. paperwork above and beyond what is required by District policy and/or practice, negatively impacts the Bookstore's effective operation.

THREE STANDARD

STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

The store is the most frequently used service on campus. The *Student Services Survey* reveals that only 2% of students have never used the Book store. The *Faculty, Staff, and Administration Accreditation Survey* indicates 77% of the faculty are satisfied with the store. Students rate the store staff between *neutral and somewhat satisfied* on the *Student Satisfaction Inventory.*

Career Center

Career development is a lifelong process where students establish, modify, and reassess their goals. The center is important to student success because students must first formulate goals in order to measure their success. There are many students who are *undecided* majors attending this college, and the purpose of the service is to help these students to identify their options and to explore various career fields. Students with clearly defined goals use the center as a resource of current information. Current support does not include computerized assessments, testing via computers, or access to current career information by the Internet.

Child Development Center (CDC)

The CDC provides access to college for non-traditional students, in particular low-income females. Data collected bi-annually indicates that student-parents are able to enroll in an average of six additional units due to the children's services provided by the center. One-third of those being served have indicated that they would have to drop out of college if they did not receive the assistance from the CDC. Additionally, the center provides personal support to both parents and children, improving their life skills.

Disabled Students Programs and Services (DSPS)

Items appearing consistently in responses to questionnaires, interviews, and observations indicate a number of commendable practices. These include the wiliingness and availability of DSPS staff for consultation with regular faculty and staff, the fostering of independence of disabled students, ongoing efforts regarding disability awareness and publicity for the program, physical accessibility, program development and management, and success in obtaining supplementary funds.

Extended Opportunities Program and Services (EOPS)

The college has the largest EOPS program in the state. Approximately 2,700, representing over 50% of the college's full-time students, are

served. The EOPS office had an Operational Program Review (OPR) from February 7 - 9, 1996. The review was positive, *distinguished by the utilization of student staff.* There is a need to improve services to students to eliminate the long lines just to make appointments. Title V requires that students are seen three times a semester. Permission has been given to counsel students in groups in Fall 1996, counting as one of the required contacts. A number of recommendations were made, and these have been addressed.

Financial Aid

General services of the Financial Aid Office have not changed in the last three years. In fiscal year 1995-96 the college entered the direct loan program, which consolidates federal subsidized loans into a single program. The office processes enrollment fee waivers for approximately 8,200 qualifying students of low income per semester. Fee waivers are available during registration and add periods of each semester. Presently, students who turn in their student aid report after August 1 may wait up to ten weeks before aid is disbursed. Staff shortages make it impossible to process late applicants in a timely manner. Staff energies must be used to service the program needs of the approximately 2,000 students already in the system. In the *Student Satisfaction Inventory,* on a 1-7 scale, students rate as *important* (6.10), having financial aid awards announced to students in time to be helpful in college planning. Their satisfaction with this service is neutral (4.22). Students are *somewhat satisfied* with the service they receive from financial aid assistants (4.62).

The Financial Aid Office places approximately 150 student workers in various campus departments and off-campus locations. These students are awarded federal work study funds to work while pursuing educational objectives. The office also administers scholarship awards from off-campus donors. Work-study students and student program assistants are an integral part of the Financial Aid Office's interface with the student population. Student employees are most often financial aid recipients themselves. The office relies on them for the identification of areas where delivery can be enhanced. They are encouraged in regular staff meetings to comment on policies and procedures regarding operations. Many of the regular employees have risen from the ranks of student workers. The office has a systematic pattern of student involvement in the long-term staffing strategy of the office.

Greater Avenues for Independence (GAIN)

The GAIN program at the college has been responsible for facilitating various services for eligible Aid to Families with Dependent Children (AFDC) recipients. Although the mission has been to primarily assist basic education students, advisement and counseling are available to GAIN-eligible vocational students. The admissions office routinely refers AFDC recipients to the GAIN office for help. GAIN students are encouraged to continue their education to meet the challenges of the future. GAIN students are made aware of other programs and services the campus offers.

In 1995, dramatic changes occurred in GAIN to shift its focus. National welfare reform became politically expedient. Changes in state and county regulations affected the program in three

major ways: (1) fewer education referrals, (2) shortened participation contracts for students, and (3) emphasis on up-front employment before educational referrals. One significant impact of these changes is that the college program has been at the forefront in developing short-term training programs. Because many special-funded programs will invariably become consolidated under block grants, at this campus innovative programs, alternate courses, and curricula have been created. For example, in Fall 1996 a new vocational English class for ESL students to become teachers' aides was offered. Students will also spend thirty hours a week in remediation and vocational training.

Student Assistance Center (SAC)

The SAC is an important retention tool that offers a strong multi-faceted support system for students. The center's long hours and accessibility, its extensive on- and off-campus referrals, housing and employment boards and multilingual, multi-cultural student staff offer an inviting and accommodating atmosphere. The *Student Services Survey* indicates that 50% of the students have used the SAC for assistance that goes beyond picking up the college application.

Description 3D

The goal of the Counseling Department is to support the learning process. This goal is accomplished in a variety of ways, including career counseling, referrals, appointments, assessment, orientation, transferring, guidance classes, department liaison, probation intervention, articulation, retention, and scholarships.

Non-matriculation exempt students take assessment exams for placement in English and mathematics, followed by a two-hour orientation with a counselor. The Counseling Department participates in matriculation by meeting with all new incoming students and doing an SEP to identify educational goals. Counseling supports all the aspects of the matriculation process.

The Counseling Department provides academic, career, and personal counseling to students individually with half-hour appointments, on a walk-in basis, and with groups and/or personal development classes. Academic counseling includes assisting students in planning and implementing short- and long-term educational goals consistent with aptitudes and resources. Specialized counseling is provided for students on academic probation or subject to dismissal. Students are involved in planning their individual program and following it.

Counselors are also available for special needs in DSPS, EOPS, GAIN, and the International Student Center. Seven full-time and three part-time counselors, and an hourly counselor are available. Each counselor has a computer. The counseling staff is diverse with representation

Standard 3D - Counseling Services

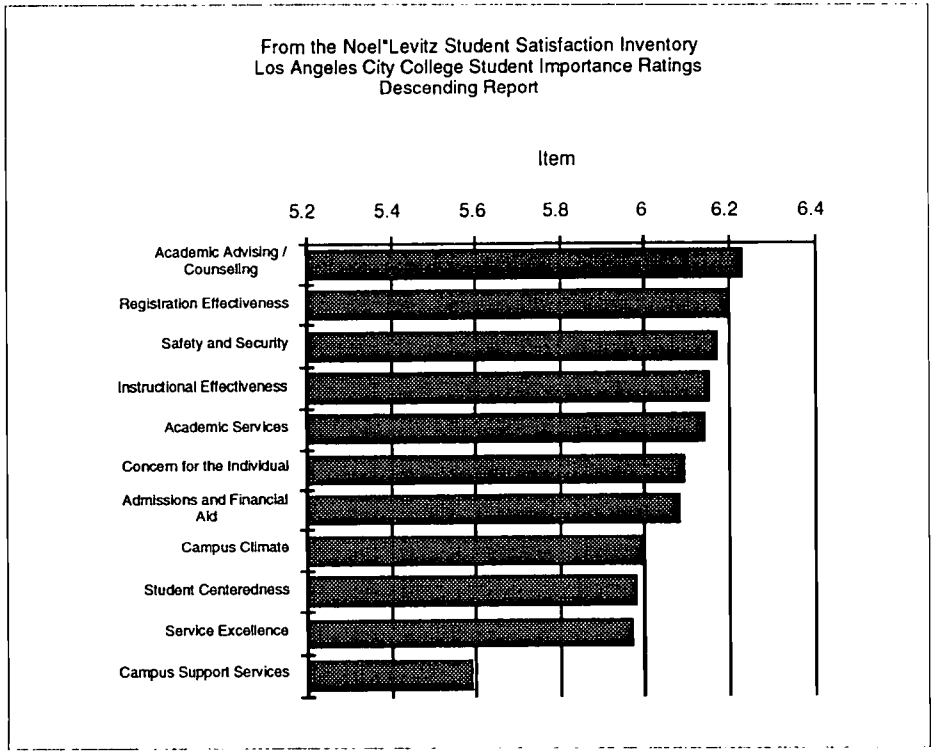
A systematic program of counseling and academic advisement assists students in making appropriate decisions.

3D.1 The institution provides an organized and functioning counseling program which includes, but is not limited to: Academic counseling, career counseling, identification of potential barriers to progress and strategies to overcome them, counseling of students on probation, referral to appropriate support services and agencies, and counseling of student populations with special needs.

3D.2 A structured system of academic advisement is available to all students.

from African-American, Asian-American, and Latino groups, reflecting the culturally diverse student body.

The faculty gives students advice based upon individual areas of expertise; however, most faculty members are not trained academic counselors. The faculty advises students, informally. On the *Faculty Effectiveness Survey* using a 1-5 scale from *never* to *very often,* the faculty responded *often* to the following statements: *I serve as a mentor or informal advisor to student (4.04), I advise students about career opportunities in my discipline* (4.12), *and I advise students about academic opportunities in four year colleges and graduate programs* (3.97).



Analysis 3D

Of all college experiences presented on the *Student Satisfaction Inventory,* students rated counseling and academic advising, on a 1-7 scale, *as most important* (6.23). Please see (Student Satisfaction Inventory Graph). Therefore, a performance gap of 1.6 between the importance students give to this area and the level of satisfaction 4.63 (neutral to somewhat satisfied) is significant. Students indicate a need for improvement in their satisfaction in the following areas: *My academic advisor is approachable* (4.79), *My academic advisor is concerned about my success as an individual* (4.44), *My academic advisor is knowledgeable about my program requirement* (4.63), and *Counseling staff care about students as individuals* (4.52). It is important to note that, as administered, the survey does not differentiate among the five areas on campus that provide counseling services.

One of the issues affecting student satisfaction may be the very high ratio of students to counselors. The *Student Services Survey* indicates that 32% of students need more academic advising services. Only 24% indicate the availability of this service is *just right.* While academic advising is available to all students and delivered by a highly qualified staff, addressing the needs of non-traditional students is a challenge.

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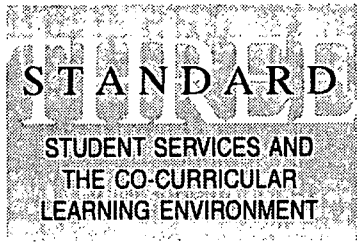
STANDARD

STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT



Description 3E

Student services professionals and support staff are qualified to provide effective service. Staff are hired in rank order from a list developed for each position and based on a combination of test scores and interview ratings. The District provides certified lists to the college on request.

Student services administrators must meet specific qualifications set forth in announcements that are published when vacancies occur. The District screens the applications, and the college selects a representative portion of applications meeting the specific criteria and then conducts interviews. A trained affirmative action representative assigned by the compliance officer sits in on all interviews to ensure appropriate guidelines are followed.

The Student Services Council includes representatives from all student service areas, including student government. The Council develops goals and objectives annually which involve the process of program and policy development for student services. Student services representatives, including students, also sit on the Shared Governance Council (SGC), the Educational Planning Committee (EPC), and all college-wide committees..

Analysis 3E

Although student services personnel are hired after a lengthy selection process, employees often require additional on-the-job training. The Staff Development program sponsors workshops and covers expenses for conference attendance on a wide range of topics. The Staff Development Committee published an updated version of the *Faculty Handbook* and *Classified Staff Handbook* during Fall 1996. A formal orientation program for new classified staff hires is needed and has been discussed as a future project.

Participation on the college-wide committees insures the opportunity to shape college programs and policies. However, students are inconsistent in attending meetings of these groups, and their ability to have a voice in discussions is inhibited.

According to surveys completed by students, faculty, and staff, the faculty and staff are more satisfied with college services than are students. Students find the following *most satisfying*: Catalog information regarding fees and other financial obligations, requirements for admission and for achievement of degrees. They find the following *least satisfying*: Availability of student parking, procedures to file complaints, availability of personnel to file complaints, and parking lot lighting and security.

Among the *most important* aspects of college services, students include promoting an environment in which diversity is embraced and all people are treated with respect.

3E.1 Student services professionals and support staff are qualified to provide effective service.

3E.2 Arrangements are in place to assure that student services faculty, teaching faculty, and students are involved in the processes of program and policy development for student services and in systematic evaluation and planning for programs and services of the institution.

ERIC

STANDARD

STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

Planning

The four institutional planning goals and objectives related to Standard 3 are to:

1. **Foster educational excellence by** researching the causes of student attrition and developing a strategic recruitment and retention plan to increase enrollment by at least 5% a year.

2. **Transform LACC into an *electronic campus* by** researching and planning the installation of an electronic student services information kiosk.

3. **Create a campus culture that promotes diversity and fosters collaboration and self-respect by**

   a. developing a standing multi-cultural relations committee that would establish a faculty-student mentoring program to facilitate cross-cultural understanding and offer workshops on diversity for faculty and staff.

   b. developing and implementing a comprehensive plan to improve the college environment for students to include food services, bookstore, centralization of all student services, improvement of study areas, ATM access, a campus copy center for students, and psychological counseling services funded by student health fees.

4. **Establish clear lines of accountability by** including student representation on *all* college-recommending bodies, including Academic Senate, Curriculum Committee, and Department Chairs Council.

Supporting Documentation For Standard Three

Classified Staff Handbook
College Catalog
Counselor Qualifications Report
Directory of Transfer Credit Practices
EOPS Operational Program Review, 1996
Faculty Effectiveness Survey
Faculty Handbook, 1996
Faculty, Staff, and Administration Accreditation Survey
LACCD Board Rule and Administrative Regulations
Schedule of Classes, Spring 1997
Student Educational Plan (SEP)
Student Journal
Student Satisfaction Inventory
Student Services Newspaper
Student Services Philosophy Statement
Student Services Survey
The Collegian
This Week at City

—A & B

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BY MILT VALERA
Editorial Manager

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Campus Gets 50 Star Flag

A 50-star flag that has previously been flown over the nation's capital will be presented to City College this summer by Congressman George E. Brown Jr. and the Jewish War Veterans of Los Angeles.

Congressman Brown, Manny Lansky of the Jewish War Veterans and military officials will present the flag along with a dedication plaque.

Result of Letter

The flag is a direct result of a letter sent to the Collegian by Bob Royer, City College student, in which he mentioned the fact that the present flag, with only 49 stars, is obsolete.

The letter appeared in the April 2 edition of the Collegian, which Leon Rose, a worker for the Los Angeles division of the Jewish War Veterans, to take action

FOUR STANDARD
FACULTY & STAFF

Co-Chairs
Jeff Cooper
Bernadette Tchen

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Description 4A

For Fall 1995, the college had 189.2 regular faculty FTEs, a decline from 195.1 regular faculty FTEs in 1993. Adjunct faculty totaled 148.2 FTEs in Fall 1995 compared to 121.4 in 1993. The total faculty FTE increased from 316.5 to 337.4 during the same three-year period. In the last three years, the ratio of full-time to part-time faculty decreased because the college has not replaced all retiring regular faculty with full-timers. For instance, the college lost 41 faculty in the 1995 retirement incentive offering. The negotiated agreement between the District and the AFT required that 30 positions (or 75%) be replaced.

The college conforms to District, local, state, and federal government nondiscrimination and affirmative action policies. Careful and consistent attention is paid to meeting affirmative action and diversity goals. For 1995-96, 60% of the most recent hires met these goals. For Fall 1996, 515 faculty (211 full-time; 350 part-time), 500 classified staff, and 12 administrators that directly or indirectly served its approximately 15,000 students. The following is the policy statement of the LACCD Affirmative Action program:

All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, sex, religious creed, age, mental or physical disability (including AIDS or HIV-positive status), veteran status, medical condition, marital status, or sexual orientation.

The learning resources staff includes tutors, used by most departments, in the Leaming Skills Center (LSC) and the Disabled Students Programs and Services (DSPS); instructional assistants; lab assistants in computer labs, English, Chemistry, Cinema-Television, Computer Science Information Technology (CSIT), Computer Technology, Mathematics, Music, Office Administration, Photography, and Theater Arts; staff in the Teaching-Leaming Center, the Instructional Multi-Media Center (IMMC), and the Martin Luther King, Jr. Library.

Approved position requirements and job specifications are made available to all administrators, managers, and faculty involved in the screening and selection process. The District's Personnel Office currently distributes job bulletins to approximately 1,000 public agencies, libraries, community action agencies, educational institutions, and local groups. Paid advertisements are placed in newspapers and professional journals for job classes in which recruiting difficulty has been experienced in the past. Certificated faculty and

Standard 4 - Faculty & Staff

The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel, and administrative staff and include

Standard 4A — Selection

4A.1 Each category of staff is sufficient in number and diversity of preparation to provide effective instruction, student services, support services, learning resources, and administration.

4A.2 Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, and directly related to institutional objectives. Job descriptions are available for all staff positions and are adhered to in all selection procedures.

4A.3 Teaching effectiveness is the principal criterion for the selection of the teaching faculty.

4A.4 A written policy exists to ensure equity in all faculty employment procedures. That policy is consistent with Accrediting Commission policy on nondiscrimination and affirmative action. Consistent attention is paid to the meeting of the institution's affirmative action or diversity goals.

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administrative selections are made from District applicant pools for each type of position. Continuous filing of applications is allowed for those pools. The District recruits for positions of instructor, counselor, librarian, assistant dean, and dean annually. It accepts applications on a continuous basis to maintain a representative eligible pool. For higher level administrative positions, the Board of Trustees has established procedures for recruitment that identify the District as an *Equal Opportunity—Affirmative Action Employer.* Applications are submitted directly for these position openings. Moreover, the District assures for all positions that sufficient response time is allowed between the date of the announcement and the deadline for submitting applications.

All classified positions are advertised and hired through the merit system maintained by the District Personnel Commission. Vertically ranked lists of eligible applicants are established, and local selections are made from those lists. Class descriptions for all positions are maintained in the college Personnel Office and are used in all staff selections. These descriptions are uniform across the District, being developed by the Personnel Commission.

The faculty are well qualified in their fields and maintain a high quality of instruction, particularly in that the selection process has helped assure that teaching effectiveness is maintained as the principal criterion for hiring. The paper-screening component of the selection process evaluates credentials, education, and experience. Ability and effectiveness in the classroom in dealing with community college students are the most important criteria in faculty selection.

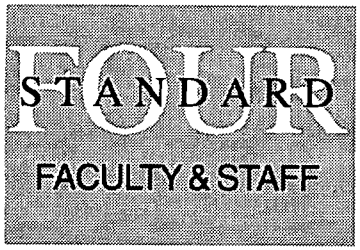
Department hiring committees develop interview questions which are approved by the compliance officer for affirmative action appropriateness. Each candidate is given the same timed opportunity to respond to all questions. A workshop is presented by the administration for all selection and/or interview committee participants. Another significant addition to the hiring procedures requires each candidate during the interview to present a *teaching module* designed to display teaching skills and techniques.

Full-time and part-time, as well as long-term substitute, faculty are evaluated by peers and students as prescribed in the *District-AFT Agreement* and in accord with Personnel Guidelines. The four-year tenure process focuses on teaching effectiveness in the first two years and an evaluation of teaching effectiveness and campus involvement in the last two years.

Analysis 4A

Although the District-wide retirement incentive in Spring 1995 was elected by 41 faculty, there was no reduction in FTE because positions were filled with long-term substitute or hourly faculty. The college immediately began planning during that semester for hiring regular replacement faculty in order to meet the mandated December 1996 deadline. The college's Senior Staff has put forth a conscientious effort to hire permanent, rather than temporary or *interim* staff.

The Educational Planning Committee (EPC), a committee of the Academic Senate, developed new criteria for hiring prioritization in 1995 that focused



specifically on student needs as established in the mission statement of the college. The new Faculty Prioritization Policy was developed to comply with District Policy as adopted by the Board of Trustees in January 1992 (Board Rule 10304.1). The District and college policies address: procedures, policy, philosophy, position identification, prioritization, selection process, lists, requirements, applications, affirmative action guidelines, job descriptions, announcements and advertisement of positions, selection/interview committee composition and duties, selection of candidate, and offer of employment. They are distributed to all department chairs and updated annually.

Approval at the college level to fill positions is based on data from each department's program review report and interviews with the department chairpersons by the Faculty Prioritization Subcommittee, appointed by the chair of the EPC.

In Fall 1995, utillzing the prioritization process, the Academic Senate recommended which departments should receive the 30 positions. With the support of the Academic Senate and the college chapter of the AFT Faculty Guild, the administration initiated a series of training workshops. All faculty scheduled to participate in the selection and/or interviewing processes were required to attend one two-hour workshop. Part of the process also required each department to develop its own written policy on selection committee membership. The workshops significantly improved the effectiveness of the process by which new certificated positions are filled. The Office of Academic Affairs worked closely with departments, the District office, and the college's compliance officer to help assure that the college meet the hiring goals in a timely manner. It is worth noting that none of the 25 selection processes completed by Fall 1996 was challenged or invalidated. The college expects to complete the 75% replacement agreement by the deadline.

Staffing in the support services areas is viewed as adequate by the faculty and inadequate by the classified staff. Both groups appear satisfied with the level of administrative staffing in this area. However, the limited number of staff in many offices throughout the college is a matter of continuing difficulty. For example, under-staffing in Admissions and Records – especially in times of peak need – results in increased response times by staff attempting to fulfill students' needs. Many classified positions remain unfilled because of budgetary constraints.

The policies and procedures for staff selection and hiring are clearly stated. The testing and screening of classified staff applicants at the District level are not performed with the same

consistency for all positions, and so some positions must be filled on a *provisional* or temporary basis for 90 days or more in some cases. This delay creates a hardship for the affected employees, as they have to undergo additional interviews without benefits or job security. Administrative processing and instructional support for the college are also impacted when critical positions remain unfilled for extended periods.

Notably because of the *list system* for hiring in certain personnel categories (such as instructional assistant), it is not always possible to hire a person who has the particular skills needed by the college. In a computer lab, for instance, it is necessary to have an assistant who knows the software and hardware. To fill such a position, one of the first three candidates off the *list* must be interviewed and offered the position, but none of the candidates may meet the particular requirements for the specific position.

There has been a concerted attempt to reach the goal of increasing the number of minorities, females, disabled, and members of other under represented groups. This effort has resulted in increased diversity within the college administration. Hiring goals in 1995-96 included 44% minority for faculty with 58% minority/female being met, 55% minority for staff with 10% minority/female being met; 38% minority for faculty and staff combined with 36% minority/female combined being met. There is a notable gap between student and faculty populations in three minority groups (Asian-American, Latino, Native American). The faculty and administration are aware that hiring should be concentrated in these areas whenever possible. Similarly, women and disabled faculty are also under represented, although this area needs review by individual departments and disciplines.

There are two notable obstacles in recruiting faculty: the District's ability to attract diverse candidates and a lack of funds for transportation for out-of-state candidates to interview.
Often the candidate files have been insufficient in number, and the information in them is outdated. Recently, the District application was revised and simplified to encourage an increase in the number and diversity of applicants in the department/discipline hiring pools. The process for selecting interview candidates is cumbersome. The discipline lists for minimum qualifications are often not current. The District Academic Senate is responsible for updating the lists and for evaluating requests for equivalency from those individuals not meeting minimum qualifications. The frequent delays that occur in evaluating equivalency petitions have had a serious impact on the ability of some department chairs to staff classes. In addition, potential applicants are often rejected from the pools.

The college hired a full-time compliance officer in Fall 1995. This person has conducted workshops to train additional affirmative action representatives, who sit as non-voting members on faculty, staff, and administration selection and hiring committees. Additionally, the compliance officer is available to conduct routine and investigatory analysis of compliance issues.

The administration maintains a strong commitment to continued efforts in bringing all newly hired faculty, staff, and administration positions into closer balance with the diversity of the student population and the community at large. It recognizes the importance of providing opportunities for all categories of staff to seek remedies to common problems and areas of concern by supporting staff development opportunities. Currently, a small group of administrators is working at the District level to develop and implement a systematic program of training, interaction, and support – the Administrative Leadership Institute – for all those interested in becoming administrators and managers.

Faculty, staff, and administration maintain a strong commitment to offering a meaningful education to *all* students choosing LACC as the best place to reach their individual goals. The college recognizes that it must make service to students both its priority and the foundation upon which the institution is based.

Description 4B

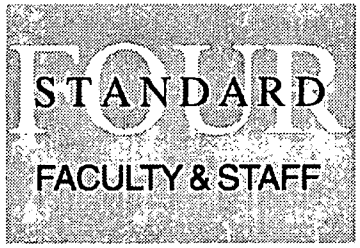
All segments of the college staff are well qualified to perform their jobs in accordance with the purposes of the college. Within the full-time faculty, approximately 45 (21%) hold doctoral degrees, 143 (68%) hold Master's degrees, 6 (3%) hold professional certificates, and 17 (8%) hold baccalaureate degrees. The full-time faculty has an average of 15 years of teaching experience at the college. The education requirements for part-time faculty have been aligned with those for full-time faculty. This standard guarantees the educational qualifications of all part-time instructors hired, while incumbent part-time faculty have already met those educational standards. Among the members of the college administration, three hold doctoral degrees and nine hold master's degrees. The college administration has an average of fifteen years of service in the District. Members of the classified staff are educationally and professionally qualified to perform beyond the minimum requirements of their jobs. The Personnel Commission conducts tests and interviews to place individuals on eligibility lists for entry-level and promotional positions.

Analysis 4B

The academic and professional skills of all college staff – faculty, staff, and administrators – are identified through the hiring process as those needed to help fulfill the college's mission statement.

Standard 4B - Qualifications of Staff

4B.1 ***All members of the staff, including faculty, paraprofessionals, support and administrators, are qualified by academic background and experience to carry out their institutional and program responsibilities in accord with the purposes of the institution.***



Description 4C

The policy and procedures for evaluation of faculty are established in Article 19 of *AFT College Guild Agreement* and are adhered to. Faculty are evaluated by peers and students.

Certificated regular faculty are evaluated in the following areas: knowledge of subject area, effectiveness, and performance of responsibilities. Student evaluations address the effectiveness of faculty members. Nothing in the evaluation processes directly addresses teaching excellence as the principal criterion for retention.

The policy and procedures for evaluation of classified staff (non-instructional employees) are established in the *AFT Staff Guild Agreement* and are adhered to.

Classified staff are evaluated on job content and work performance expected. There is also a Notice of Outstanding Work Performance form available for employees who a supervisor believes have displayed exceptional work performance.

All administrators who have completed their probationary periods are evaluated at least once every two years by their immediate administrative supervisor. No faculty is currently involved in evaluations of administrators who are evaluated in the following areas: accomplishments, job knowledge, adaptability to change, communication skills, initiative, and decisiveness; personal skills and qualities; creativity and innovations; leadership, goals, and objectives; and managerial qualities.

Analysis 4C

The evaluations are systematic and conducted as required at stated intervals. The follow-up of evaluations is formal, systematic, and timely. Academic evaluation, done by peers, is sometimes perfunctory only. The evaluation procedure for classified staff depends on the diligence of the immediate supervisor.

Evaluation at all levels is generally systematic, but improvements could be made. Perceptions of the effectiveness of evaluation mechanisms vary greatly. Some perceive the process as a vehicle for promoting genuine professional improvement on a continuing basis throughout one's career. It is also seen as a perfunctory ritual by others.

Description 4D

Staff development has been an active part of the college since the passage of AB1725 in 1989, providing opportunities for professional and personal growth for faculty, staff, and administrators. State funds provided through AB1725 play a significant role in funding human resource development. The college receives approximately $52,00 annually, to be allocated by the Staff Development Committee (SDC). Other staff development opportunities include sabbatical leaves, district-wide conference funds, tuition reimbursement, and the annual department chair workshop instituted in 1994 and held in late summer. New probationary faculty are required to attend a 30-hour orientation program covering all aspects of the college and coordinated by a project director on release time. In 1995-96,

faculty were supported by Academic Senate conference funding as well as Staff Development funding of approximately $30,000.

The SDC is responsible for setting goals and determining how funds will be expended. The committee consists of six faculty, six staff, three administrators, and a coordinator, who is currently a faculty member on 50% D-basis assignment. The coordinator also chairs the Faculty Professional Development Committee of approximately nine faculty members and a Dean of Academic Affairs who oversee the faculty professional development program. The committee defines its goals based on needs assessments conducted to decide areas of interest for faculty, staff, and administrators. Programs and activities are then planned which blend the guidelines for staff development with faculty and staff interest.

The overall objective of the SDC is to provide programs that promote the development of all college staff or significant segments of it (rather than projects which benefit a staff member as an individual). A special focus has been given to team efforts, activities that will improve a whole department's functioning, and/or conferences that relate to the activities of several departments. In 1994, with a Title III grant, the college established the Teaching-Learning Center (TLC) to encourage faculty to incorporate technology into the curriculum. Two other areas focused on establishing several interdepartmental computer labs and a grants office to assist faculty in applying for grants to improve the quality of instruction.

The *AFT College Guild Agreement* provides for six professional non-teaching development days each year in which faculty can engage in a variety of professional development activities. These activities include professional workshops and conferences, workshops and programs held on campus, counseling of students, individual research activities, and meetings related to one's teaching discipline. The activities must be performed outside the regular working day of the faculty.

Specific goals of the SDC include improving instruction, campus communication and morale, and computer literacy. The committee also has goals to increase sensitivity to multi-cultural students and staff, to provide training related to changes created by AB 1725, and to sponsor other activities related to AB 1725 staff development guidelines. These may include, and are not limited to, programs designed to develop self-esteem.

During 1995-96, 35 faculty members completed course work at an accredited college or university, 540 full time and part-time faculty completed a total of 11,255 hours of professional development activities. Many of these activities were completed on campus in the more than 80

4C.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic, and timely.

4C.2 Evaluation processes seek to assess effectiveness and encourage improvement.

4C.3 Teaching excellence is the principal criterion for the retention of teaching faculty.

professional development workshops that were held. Faculty and staff attended workshops held at other colleges within the District. Approximately 185 attended professional conferences related to their subject field, and a substantial number attended conferences related to improving modes of instruction, curriculum changes/ developments, and issues such as affirmative action and sexual harassment.

Staff also took advantage of opportunities for professional development, both on and off campus. In 1995-96 staff were funded through staff development to attend a variety of professional meetings, conferences and computer workshops.

On-campus activities

1. Computer workshops - Over 400 faculty, staff, and administrators enrolled in one of the many computer workshops.
2. Speakers - Dr. Santiago Rodriguez, nationally known speaker on multi-cultural diversity; speaker for Black History month; Patrick McCallum, executive director of FACCC, presented a Flex program in August 1995.
3. Special programs which support specific departments; e.g., a one-day program for the Counseling Department and English Department; a series of special training videotapes for the Office Administration Department; a series of video conferences for the Chemistry Department on hazardous waste.
4. Once-a-month brown bag lunches to provide an avenue for improving communication and morale between the faculty and staff.
5. Programs relating to the planning and implementation of flex days.
6. The *Faculty Handbook* and *Classified Employees Handbook*, first published in 1989, were updated during 1995-96. Distribution to faculty and staff took place in early Fall 1996.

Off-campus Activities

1. Lake Arrowhead Retreats, held each year for the past several years at the UCLA Conference Grounds. In Spring 1994, the retreat theme was Staff Diversity, and a program was planned focusing on the celebration of diversity. Thirty faculty and staff attended. In Fall 1995, 37 campus leaders including 18 faculty, 10 staff, and 9 administrators attended the retreat, *A Vision for the Future*. A college *vision* as well as an action plan for addressing campus concerns was developed and distributed to various committees on campus. This plan consisted of setting and prioritizing goals, setting time lines, and indicating areas of responsibility. It will provide a working document for all major groups. College forums held in Spring 1996 reviewed the goals. In Fall 1996, the Academic Senate approved the final version which became part of the college's Educational Master Plan, 1996-2001.
2. Conflict Resolution Retreat, held in Spring 1995, addressed conflict resolution and problem solving. Thirty faculty, staff, and administrators attended.

3. Funding support for numerous off-campus conferences and work shops including FACCC/Academic Senate Workshops, National Conference for Staff and Organizational Development, Great Teachers Conferences, State Academic Senate/FACCC Conferences, Black Women's Leadership Conference, Latina Leadership Conference, and Classified Leadership Training Institute.

Analysis 4D

Among the benefits cited by the faculty who participated in professional development activities were gaining insights into other cultures, strengthening teaching ability, helping to deal with students more effectively, enabling greater rapport with other colleagues, learning new computer skills, increasing ability to contribute to the college in non-teaching ways, and learning new information/skills to help one's professional life. On the *Faculty Effectiveness Survey*, faculty responses indicate a need for more training in understanding student diversity and dealing with the special needs of underrepresented and non-traditional students.

As much as 42% of faculty feel that the number of flex days required is too many and would prefer to spend more days in the classroom and fewer hours/days in required professional development activity.

It is somewhat more difficult sometimes for classified staff to participate in college-sponsored professional development activities because of their workload or the specific demands of a particular office. In rare instances, supervisors are reluctant to release staff to attend conferences or workshops that are longer than one day.

Since the passage of AB 1725, staff development has been a very active part of college life. During 1995-96 the results from the *Campus Climate Survey* were useful in developing and maintaining a college vision and goals for the future.

Description 4E

District policies and procedures are published in a two-volume District *Personnel Guide*, collective bargaining agreements with respective segments of the college/District community, Sexual Harassment Policy, and the *Affirmative Action Program Plan*. Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process are explicitly stated. Policies are readily available for review by faculty, staff, management, and the community.

Standard 4D - Staff Development

Members of the faculty, administration, and support staff remain current in their field of expertise. Development opportunities are planned for each staff category with the participation of the staff and are available to all and supported by the administration and the governing board. Faculty, administration, and staff members engage in professional activities supported by the institution.

4D.1 Members of the faculty, administration, and support remain current in their field.

4D.2 Development opportunities are planned for each staff category with the participation of that staff and are available to all and supported by the administration and the governing board.

4D.3 Faculty, administration, and staff members engage in professional activity supported by the institution.

Policy regarding privacy of information is clearly stated and consistently administered. The District and college personnel offices follow a strict policy regarding privacy of information. No personal information is released to an outside party without the approval of the employee, appropriate court order, or subpoena. Confidential files are maintained in the personnel offices at the District. Policies exist regarding personnel files and the release of unsolicited derogatory materials on employees.

There are systematic processes for developing classified personnel policies, which are under the supervision of the District's Personnel Commission, a merit system commission established by state law. Three members are appointed on staggered three-year terms. The State Chancellor and the Executive Office of the California State Personnel Board make appointments on an alternating basis. The Personnel Commission serves as (1) an adjudicatory body for employees who are suspended, terminated, or disciplined; (2) a rule-making body concerning employment (binding on the governing board); (3) an examining body for prospective employees; and (4) the body responsible for overseeing all aspects of classified service. Other policies for classified staff are negotiated through the collective bargaining process.

The District-AFT Agreement is the primary, binding source of personnel policies for faculty. Other policies dealing with faculty personnel matters originate in the college Academic Senate, the Department Chairs Council, and/or the District Academic Senate.

After almost one year of negotiations, in Summer 1996 the Administrators Association represented by Teamsters Local 911, signed the first collective bargaining agreement with the District. Approximately 60 middle-management certificated administrators are now represented.

For each discipline, the District-AFT Agreement contains work loads that were determined in negotiation between the District bargaining unit. Salaries, benefits, criteria for determining work loads and procedures are negotiated through the collective bargaining units and equitably applied. Classified employees are represented by the appropriate bargaining agent for each subgroup in this category. A meet-and-confer process is followed for management employees.

Neither the college nor the District now maintains an ongoing comprehensive employee orientation program for classified staff or for part-time faculty. Through the auspices of the SDC and with the support of the local Academic Senate, the administration established an orientation program for newly hired probationary and long-term substitute instructors.

Analysis 4E

Current personnel policies are well defined and are widely distributed to the faculty and staff. *This Week at City* has been used to ensure that employees are alerted to changes or developments in District or college policies or practices. The District adequately ensures that the policies and the various collective bargaining contracts are updated and distributed.

Three-year contracts were negotiated for 1993-1996 for faculty and some staff. Negotiations were lengthy

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FACULTY & STAFF

and difficult, due to funding inadequacies and escalating medical premium costs. No salary increase was scheduled for 1993-1996, although a 2.76% COLA was negotiated in 1995 and a 3.0% COLA in 1996. Compensation will greatly affect the ability to attract top candidates for unfilled positions. In addition, noncompetitive low salaries are detrimental to staff.

The college work force reflects minority and female participation throughout all workplace job categories. Significant gains have been made in the representation of minorities and females in administration and management positions.

Supporting Documentation for Standard Four

AFT College Guild Agreement, 1993-1996

AFT College Staff Guild Agreement, 1993-1996

Campus Climate Survey

Educational Master Plan, 1996-2001

Faculty Effectiveness Survey

Flex Evaluation Survey

LACCD Personnel Guide

Local 911 Agreement/Administrative Unit, 1995-1998

Vacant Classified Positions Listing

Planning

The three institutional planning goals and objectives related to Standard 4 are to:

1. **Foster educational excellence by** involving hourly faculty in departmental meetings, social functions, and professional development opportunities.

2. **Improve communication among all campus units by**

   a. involving classified staff in decisions that affect their areas of concern, including purchase of new equipment and changes in procedures.

   b. including classified staff in departmental/program meetings and functions.

3. **Establish clear lines of responsibility by** implementing a process for assuring that faculty comply with attendance and accounting procedures.

Standard 4 E - Other Personnel Policies

Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

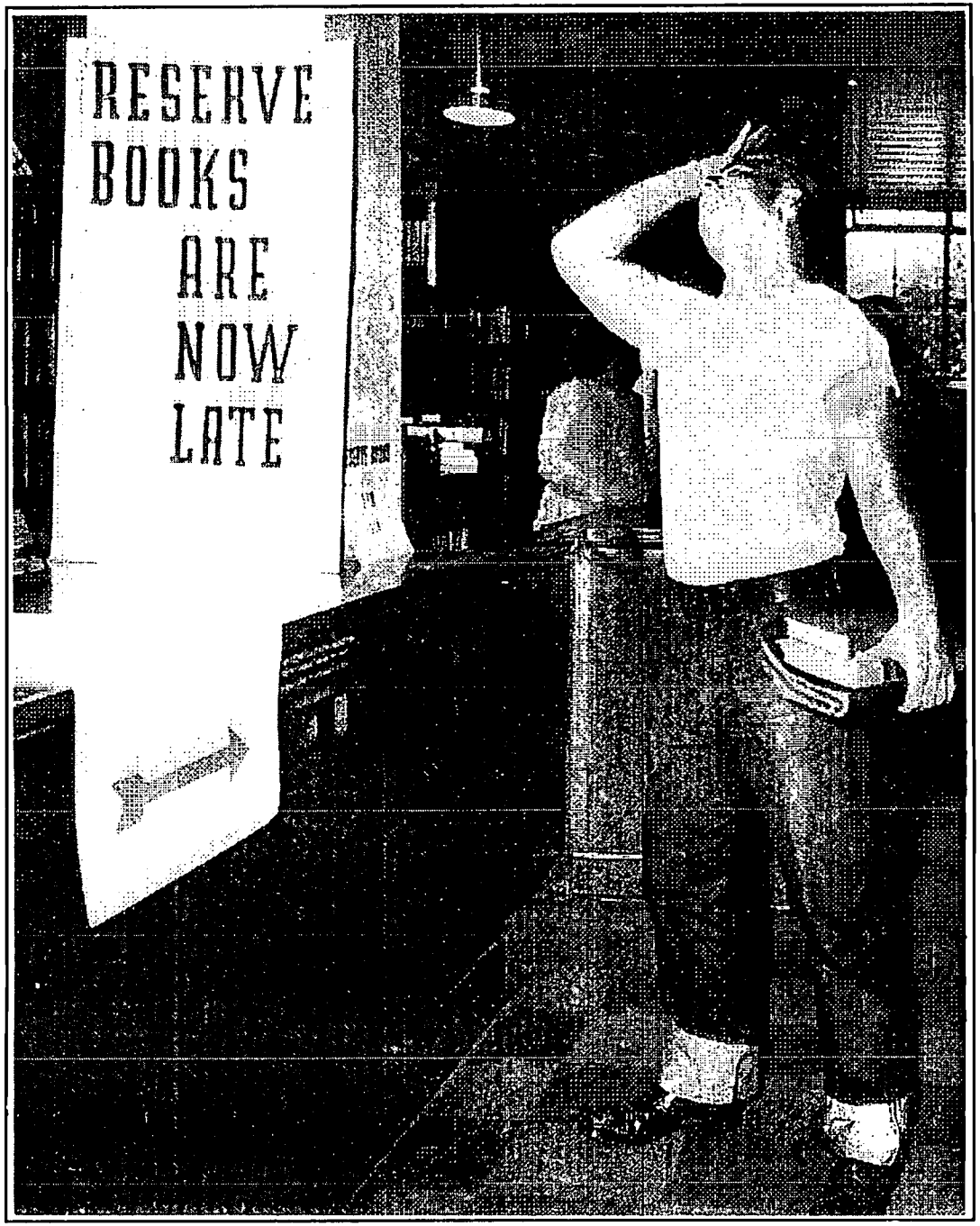
4E.1 Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

4E.2 Criteria for determining work loads are clearly stated and equitably applied.

4E.3 There are systematic processes for the development of personnel policies.

4E.4 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.

4E.5 Policy regarding privacy of information is clearly stated and consistently administered.



STANDARD

LIBRARY AND LEARNING RESOURCES

Co-Chairs

Cheryl Armstrong-Turner

Chadwick Woo, Jr.

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STANDARD FIVE

LIBRARY AND LEARNING RESOURCES

LIBRARY
Description 5A

The Library occupies the top three floors and the central core of the first floor of the Library/ Media building. The Library opened its doors in 1929, and a 1972 renovation increased its size. During Spring 1996, through Associated Student Organization initiative and as the result of Board action, the building was named the Martin Luther King, Jr. Library in a formal dedication ceremony. There are two large, open study rooms, a typing room, three small group study rooms, and many study carrels located in the book stacks. There is one microfilm reader/printer available. The Library provides services to the college student body, faculty, and local Los Angeles community.

During the 1994-95 academic year, the Library checked out 83,540 publications while 51,783 items were circulated in the building but were not checked out. The counter count of persons who entered the facility was 132,000. Faculty book usage of items checked out numbered 1,317.

The print indexes and card catalog still remain the points of entry into the collection except for one CD-ROM index for three years of periodical citations. The lack of computer access to book and periodical databases becomes more apparent as other community college libraries, university libraries, and Los Angeles City Public Library automate their collections.

Since only two million dollars of the needed five million to automate the library was set aside, the original District automation project went forward in a scaled-down version of a shared system operated over the district wide area network. Retrolink Associates completed retrospective conversion of the data in all nine district libraries in November 1995. Smart bar codes have been generated, and the college library is currently matching them to the books. This is an activity which is comparable to an inventory. The contract was signed October 1996, and the District libraries are acquiring hardware and doing site preparation for the approved system. The college completed an upgrade to the connection between the Library and the Data Center in May 1995 and wired the building to the various proposed computer locations for the system.

Analysis 5A

Since the last accreditation, two of the three full-time librarian positions were vacated and later filled permanently. No new position has been added, although requested. There is now increasing concern about the library

Standard 5 - Library and Learning Resources

The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off-campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

Standard 5A - General Provisions

5A.1 Library holdings, media resources, facilities, and staff are sufficient in quality, depth, diversity, and currentness to support the institution's educational offerings.

5A.2 The library collection and other learning resources are adequately supported in relation to the total budget and needs of the institution.

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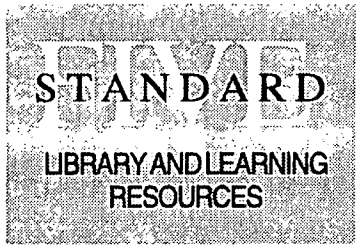


environment, and the campus is responding to a CAL-OSHA inspection following a complaint in May 1996.

Book budgets have remained the same ($21,000) and periodical budgets have increased from $8,500.00 (1991-92) to $14,000.00 (1995-96). The beginning budgets for all non-fixed costs (library books and periodicals, supplies, student workers) have been cut by an agreed-upon-percentage in order to balance the budget and are generally restored by mid-fall semester. This uncertainty makes selection of materials difficult.

Equipment maintenance is slow while equipment replacement has not happened because of lack of funding. The electronics section of plant facilities, which usually responds to equipment repair requests, had a reduction in staff due to retirements and budget cutbacks.

The campus Data Center, which provides support for the District Library automated system, is understaffed, and additional tasks regarding support for sixteen more computers will be needed in the near future. When the library is automated, using the card catalog and periodical indexes and checking out books will be more efficient than in past years. Financial support and staffing will be crucial to the effectiveness of library operation.

The commitment to serve the college and Los Angeles communities remains a top priority. The library's staff are eagerly looking forward to automation and the improvement in service it will provide library users. Staff time will be spent learning to operate the cataloging and public access modules, designing the public screens for ease of use, developing handouts, and updating the library self-guided tours and the Library Science one-unit course.

LEARNING SKILLS CENTER (LSC)
Description 5A

The Learning Skills Center (LSC) is located on the first floor of the library and occupies approximately 3000 square feet, which is subdivided into the Learning Disabilities Program, the PLATO Computer Laboratory, the Learning Disabilities Mathematics Laboratory, the videotape circulation desk, and the Language Arts laboratories. The LSC also houses faculty and staff offices, a conference room, individual student study rooms, small group classrooms, and the administrative office.

The LSC was established during Fall 1974. Its primary function is to be an alternative approach to assisting students who demonstrate difficulties in the basic skill areas of language arts and mathematics. LSC courses were developed as one-unit open-entry/open-exit courses offering individualized instruction, peer tutorial assistance, and self-paced instructional materials. Within these areas, the courses are offered in reading comprehension, English fundamentals, vocabulary development, spelling, study skills, writing fundamentals, metric system, math fundamentals, algebra, resume preparation, and math anxiety.

STANDARD

LIBRARY AND LEARNING RESOURCES

In addition to its course offerings, the LSC serves as the primary tutorial center for both academic and vocational media library materials and the PLATO Computer Laboratory. The center provides computer-assisted instruction in basic English and mathematics through this lab. This service has been added as a supplement to the center's existing instructional delivery.

The center participates in the matriculation process by 1) providing a complete diagnostic assessment of basic skill abilities and subsequent recommendation into additional classes focusing on the improvement within the basic skill areas and 2) serving as the primary campus-wide tutorial service for most academic/vocational disciplines.

The LSC employs student tutors for those seeking tutorial assistance. Students receive individual thirty-minute tutoring sessions for a maximum of one hour of tutoring weekly. The sessions are scheduled by appointment, and student progress is closely monitored by Learning Skills instructors and documented in the student's tutoring file.

The LSC provides audio-visual instructional materials in various campus disciplines for student use as a supplement to in-class lectures and discussions. The materials are catalogued according to discipline and course number, and students may access them during the center's operational hours. The LSC schedules both day and evening hours to meet the many demands of both traditional and non-traditional students.

The materials comprising the LSC's course offerings involve a variety of audio-visual materials as well as computer-assisted instructional software. These materials are designed to meet the basic skill needs of students whose skill levels range from grade level 1.0 through grade level 16.0.

The center provides a wide variety of individualized and group instructional media materials that include, but are not limited to, videocassette, audio cassettes, microcomputer software, slide and filmstrip sets, workbooks, and programmed books. Some materials (i.e., audio cassette programs for the District's Instructional Television program) are recommended components of the classroom curriculum; some materials (i.e., audio cassette units for the Speech Communications Department) are required.

Analysis 5A

The LSCs primary focus is to provide students with an alternative instructional experience by allowing them to actively participate in designing instructional programs that address their needs. By integrating individualized and group instruction, student-teacher conference, and peer tutoring, the center addressees the needs of students from diverse socio-economic, linguistic,

5A.3 ***Learning resources are designed to provide support for varying modes of instruction appropriate to students' needs and learning styles and are augmented to serve curricular changes.***

5A.4 ***Technical assistance is provided to faculty in the production of tests, syllabi, audio-visual programs, and other instructional materials.***

5A.5 ***Learning resources equipment is properly maintained.***

and academic backgrounds. Over 300 students use the LSC daily, engaging in individualized self-paced instruction, computer use, tutorial sessions, small group classes, and audio/videotape viewing.

Data collected during the 1994-95 academic year indicated that over 25% of the college's population, 4000 students, enrolled in Learning Skills classes and successfully mastered the skills targeted. Furthermore, over 1,500 students received individualized tutorial assistance for academic and/or vocational courses taught in other departments. Grade collection data noted that over 40% of the students in Learning Skills classes successfully completed the instructional requirements outlined in their respective programs, and student progress folders maintained in the LSC indicate that those who did complete their basic skills programs demonstrated a three-year improvement in their skill level. During Fall 1995 and Spring 1996 semesters, the center served 4,500 students.

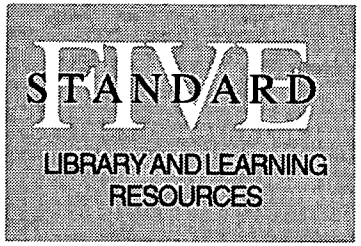
Presently, the center receives funding from four resources: Program 100 (general fund), Vocational and Applied Technology Education Act (VATEA), Extended Opportunities Program and Services, (EOPS), and Matriculation. The LSC is funded largely by general fund resources which provide over $300,000 for instruction and equipment. However, with faculty retirement incentives and promotions, the center lost over 40% of its faculty members. A department of nearly 6.6 instructors in 1990 has been reduced to 3.6 instructors in 1995 with replacements unlikely and with a reduction in operating hours. At one time the LSC was funded largely by VATEA, but due to changes in VATEA guidelines, these resources have been reduced significantly. EOPS provides over 75% of the tutorial support staff and the college's matriculation program allocates nearly 4%. Yet, due to administrative guidelines of these programs, services must be limited to specific special populations.

Both the Language Arts and Mathematics laboratories are frequently filled to capacity, and all study carrels, individualized tutoring rooms, and small group classrooms are also used regularly. With the high student demand for service and reduced funding resources, the faculty, staff, and equipment are overwhelmed and unable to provide an optimum learning environment. In response to the budget limitations, the LSC modified many of its instructional programs. In addition, other measures to lessen the impact of funding limitations included careful monitoring of instructional materials and equipment and the creation of several small group tutoring sessions for various disciplines.

OTHER RESOURCES

All-College Computer Laboratory (ACCL)

The All-College Computer Laboratory is located in Franklin Hall 201. It provides personal computer access to students and faculty in all disciplines, particularly those which are not traditionally computer-oriented. It focuses on disciplines that have had little traditional computer needs. A total of 100 personal computer-style workstations are currently attached to the network, all of which can draw upon the personal computer-based software and CAI packages located on the servers. The ACCL has provided a much needed service.



Students enrolled in classes such as English/ ESL, American Cultures, Social Sciences, and Foreign Language/Humanities have access to computers through ACCL; in contrast, areas such as Computer Science, Office Administration, and Business Administration have a high degree of expertise in and access to computers and technology.

Teaching-Learning Center (TLC)

In 1994, the college received a Federal Title III grant. One of the components of that grant was the development of a Teaching-Learning Center (TLC), a resource center located in FH 106b for faculty and staff. In addition to the grant, the TLC is supported with staff development funds. The TLC is dedicated to promoting a program committed to excellence and to enhancing student success. Its purpose is to provide opportunities for professional enhancement and to encourage positive and productive collaborations among all staff members for the benefit of the college's diverse student population.

Phase 1 of the development of the center is complete. The TLC is being used in a limited capacity for workshops and for instructing faculty in areas of computer and multi-media technology. A number of computers and a faculty assistant are available to help develop software for classroom use. In addition, the center has provided college access to the Internet and presented workshops for faculty, staff, and students on Internet usage. Also the TLC has funded a competition for the past two years, awarding $10,000 each year to faculty to develop curriculum incorporating innovative technology.

Instructional Multi-Media Center (IMMC)

The Instructional Multi-Media Center is located in Franklin Hall. IMMC services are usually provided to faculty, staff, and administrators on campus. Students generally do not request service. There have been some additions to the center's equipment. These include but are not limited to a closed-circuit TV cable system, a classroom for use as an instructional television viewing room/studio (for preparing original videotapes), and a second classroom designated for instructional use or satellite teleconferences. IMMC has one of the largest film libraries of any community college in the country. It also has available a collection of over 1,700 commercially prepared and locally produced videotapes in a wide variety of subject areas. A variety of audio-visual equipment is maintained and available on a check-out basis for instructional use.

Evaluation of the services provided by the IMMC is ongoing. Instructors provide feedback and recommendations about equipment and software. The District Audio-Visual Committee meets frequently to evaluate new materials, coordinate purchases, and consider proposals for software exchange.

Statistical analysis of participants in the *Faculty, Staff, and Administration Accreditation Survey* shows that college employees are generally satisfied with the services offered but believe that more up-to-date resources to support the college's academic personnel are needed. Reduced staffing has affected IMMC's ability to extend hours of service. Staff shortages have also created difficulty in providing timely maintenance, delivery and repair for the equipment.

Departmental Resources

Departmental resources are used by the total student population. Many departments provide out-of-class learning resources, but these resources are geared for students enrolled in departmental courses. Examples include the following:

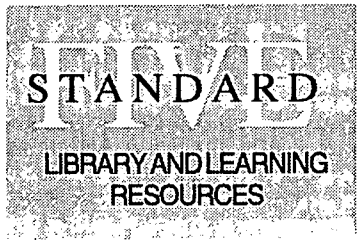
Foreign Language Lab
Located on the third floor of DaVinci Hall, the lab is open to all students needing assistance with the learning of a language (other than their native language) in languages offered by the department. The lab has listening and recording equipment.

Text-Based CAI
The Foreign Language Department has stand-alone computers to run instructional in French, Spanish, and German. The English/ESL Department maintains a Writing Center that supports modules for spelling, sentence structure, grammar, and ESL review. A worldwide web-based cyber Writing Center facilitates Internet discussions and student research.

A series of tutorials for most of the classes in the Mathematics Department are available in the Title III Math Lab. The packages include Calculus Connections, an interactive CD-ROM based package for the calculus series; Mathematica, a full-blown industrial mathematics analysis package, and Math lab, graphics tutorial and analysis engineering.

The Dietetics program in the Family and Consumer Studies Department uses a laser disk, interactive program on interviewing patients in a hospital setting. A software package tracks patients' diets.

Music Library
The Music Department has an extensive learning resource facility. These resources vary in hours and staffing according to the need of students and the department where they are housed. One primary source is the Music Library, located in Clausen Hall. The collections consist of extensive cassette tapes, reference books, and other items. A listening room gives students access to tapes. The department also houses a score and recording library for student access by instructor recommendation. Other learning resources include electronic equipment and musical instruments for practice.



Art Gallery

Students enrolled in art courses have a spacious gallery in which to exhibit their work. During an academic year, topic-related student exhibits and special faculty/staff exhibits are open to the college and community. The gallery is a visual arts laboratory for the Art Department and is an integral part of the college's art appreciation and art history programs. The gallery features drawing, painting, graphics, photography, sculpture, and ceramics by artists of local and international reputation and by first-time student exhibitors. Students also obtain hands-on experience in running an art gallery, including business issues, design, lighting, and art administration. Lectures and receptions are generally free and open to the public.

All department learning resources are housed near or in the department. These services continue to be a valuable resource to students. Students who have use of these services find that they are accessible during normal business hours and are satisfactorily staffed. Equipment is generally well maintained.

LIBRARY
Description 5B

The collection, which has existed since 1929, had an unusual depth for a community college. However, the effects of the limited materials and equipment budgets over the past fifteen years are beginning to show, particularly in the lack of computer access, the aging book collection, and the very limited current periodical selection. The Library is dedicated to the use, rather than to the preservation, of recorded knowledge. Therefore, a discard procedure emphasizing regular and systematic weeding and current, not archival, needs for information keeps the collection up-to-date. As stated in the *Faculty Handbook*,

There is a policy and procedure for resource development for the library. The acquisitions department maintains the library's book collection, primarily selected to support and enrich the curriculum. Orders may be submitted by faculty at any time during the school year. Requests for adding new magazine or journal titles are submitted in the fall. Student's requests are considered. Budgets for books and periodicals are very limited. When possible, books are generally chosen from professional and scholarly journals reviewing significant new titles for college libraries. Paperbacks, rather than hardcover books, are usually preferred. The newest edition of a book is acquired. Vendor prices and overall performance are reviewed periodically.

5B.1 ***There is an organized procedure in which faculty and administrators participate in the selection, evaluation, and elimination of library holdings, learning resources and materials.***

5B.2 ***Faculty and staff are kept informed about new developments in learning technologies.***

Departments are not given specific allocations, and purchases are made within limitations of the budget. The acquisitions librarian is responsible for the formulation of the budget and ensures that funds are allocated fairly so as to achieve an optimal level of diversity and balance.

Analysis 5B

During the previous accreditation review, it was suggested the Library establish a policy with regard to more participation of students, faculty, and administrators in the selection, evaluation and elimination of library holdings. *The Book Selection Policy* was established in Spring, 1993. There is a need for ongoing assessment of the committee and replacement of persons who no longer serve on the committee.

LEARNING SKILLS CENTER (LSC)
Description 5B

The curriculum and instructional selection procedure involves Learning Skills faculty and staff in a process of program evaluation and instructional materials review. These are conducted annually to analyze program/material effectiveness based on student success data, program instructional effectiveness, content appropriateness, and student need. A subcommittee of faculty members, the department chair, and student instructional assistants outline the materials selected for evaluation. All instructional materials and equipment are selected by an administrative selection process requiring involvement and participation of members of the faculty, staff, support personnel, and students. A committee includes the department chair, two faculty members, two student tutors, the instructional assistant, and one student representative from the Associated Student Organization. The committee defines its goals for the year and meets bimonthly to evaluate its progress on these specific goals. Recommendations for the continued use or the elimination and replacement of instructional materials are submitted to the faculty who review these materials and base their decisions on this recommendation.

Prior to the adoption of any new or replacement instructional materials, in-service workshops are conducted to familiarize faculty and staff with the appropriateness and application of these materials. To maintain currency and instructional appropriateness of the LSC's materials, faculty also participate in curriculum workshops and presentations, subscribe to various educational journals, apply for membership in a variety of national professional organizations, and attend conferences that focus upon basic skills education.

Analysis 5B

Existing instructional programs are evaluated with respect to their dates of publication, effectiveness, and comprehensiveness of content, and finally for their appropriateness for the student population. Once these criteria are examined and the program continues to meet its objectives, these materials are maintained for student use and program application. However, if identified for elimination and replacement, new materials are then reviewed for selection.

All new instructional materials are evaluated based on their effectiveness in remediating the targeted basic skills, their adaptability to an individualized

STANDARD

LIBRARY AND LEARNING RESOURCES

mode of instruction, and the appropriateness of the course content to the changing needs of the students.

OTHER RESOURCES

Instructional Multi-Media Center (IMMC)

Instructional material development is made by the IMMC personnel in conjunction with requests from faculty, staff, and administration. Students may recommend purchase of audio-visual films and equipment, but final decisions are made by the college. The faculty make requests and/or suggestions directly to the center for purchase of either audio-visual material or hardware. Since the graphic artist is located in IMMC, requests for advertisement materials are made available for preview toward possible purchase and are announced to the faculty through the weekly information bulletin, *This Week at City*. The Instructional Media Technician serves on college committees and is active in the development of the coordinated instructional systems and software.

LIBRARY

Description 5C

Two self-guided tours are offered for library orientations. In addition, a one-unit class is offered entitled *Library Media Research*. During 1994-95, approximately 120 students completed the class which introduces various aspects of how to use the library. Handouts on various subjects are available and disseminated upon request. Signs are displayed in the reference area providing direction for student use in the library. Some of the most popular handouts are related to bibliography, location of reference resources and resume writing. Other handouts pertain to library use. Students also have access to study rooms, study carrels, copy machines, and electrical typewriters. Librarians work with instructors on out-of-class assignments on a limited basis. The most important component of bibliographic instruction is the presence of the reference librarian at the reference desk during all hours the library is open.

Analysis 5C

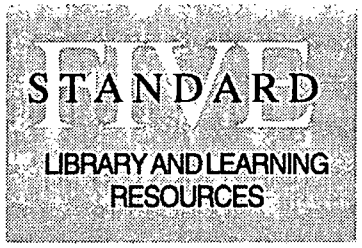
The self-guided tours remain the most commonly used orientation to the Library. Many of the English, ESL, Speech Communication and Personal Development classes come to the Library with their instructor for the tour. New handouts have been completed and made available. In addition, plans are being made to make handouts to assist users with the automated system. The Library class has been updated and further updating will be done when the new system is available.

5C.1 Use of library resources is promoted through a comprehensive program of orientation, instruction, and printed material designed to assure substantial use of these resources by students, staff and faculty. Attention is given to the needs of both traditional and nontraditional students.

5C.2 Learning resources are available to students at off-campus centers for both day and evening students. (not applicable)

5C.3 Hours of service provide adequate access to learning resources. (See C.1 above)

5C.4 Where reliance is placed on the resources of another institution or organization, the arrangement is clearly delineated in a written agreement.



Staff at the public service desks are accustomed to working with students who speak many languages, are from different cultures, and have varying levels of library skills. The staff attends workshops on communication and diversity that are offered on campus or in the district. The Americans with Disabilities Act (ADA) plans for the campus include the Library. Library personnel are in the process of becoming acquainted with the requirements to help in balancing access and security. Patron access to the building is important, and the staff works to help all who need help. For instance, a turnstile door was removed so all students could enter without a problem. Telephones were installed at the book stacks elevators in order to make wheel-chair access easier. Other ADA improvements are being discussed and funding sought.

Saturday hours were discontinued and weekday hours cut when the 1993-1994 hourly funding budget was cut in half and not restored. However, the evening hourly budget has been partially restored. In order to minimize deficit spending, about 40% of the late afternoon-early evening hours were covered by day-time staff.

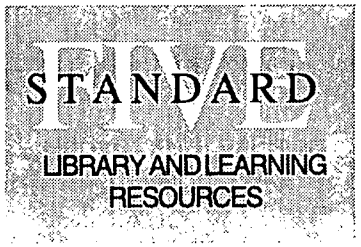
LEARNING SKILLS CENTER (LSC)
Description 5C

As part of one of LSCs primary missions, every semester, the faculty conduct in-class group diagnostic testing for many departments. This service is provided to insure that students enrolled in various academic and vocational disciplines have mastered the basic skills necessary to be successful in their classes and subsequently matriculate through their programs of study. Furthermore, this testing provides students with an accurate assessment of their strengths and weaknesses in language arts and mathematics, and if necessary, these students can enroll in one of the LSC courses or take advantage of the tutorial assistance provided in most on-campus courses.

Faculty of the LSC regularly participate in student service activities and presentations conducted on campus in an effort to apprise students of the many options available to them. The LSC's brochures and flyers are placed at various campus locations (Admissions, Counseling, Student Assistance Center, EOPS, Transfer Center, Career Center, and Financial Aid Office) and distributed among student attendees at the many tours and orientations regularly scheduled at the beginning of each semester.

Analysis 5C

The LSC schedules both day and evening hours to accommodate students' traditional and non-traditional work schedules. The center regularly schedules on-campus classroom presentations to a variety of disciplines: Child Development, Nutrition, Mathematics, Earth Science, Chemistry and History. At the beginning of each semester, the department chair invites other department chairs to allow a Learning Skills faculty member to address one of the classes in their respective departments. Also, all faculty members are given a supply of Learning Skills courses referral forms to distribute to their students who demonstrate deficiencies in their basic skills as observed by the faculty member.



OTHER RESOURCES
Instructional Multi-Media Center (IMMC)

The IMMC houses, maintains, and distributes a full range of audio-visual hardware for presentations.

Within the past twelve years, the IMMC expanded its video capability with the installation of a first phase, closed-circuit TV cable system. This innovation enables faculty to produce videotapes of learning activities in the college's TV studio and to connect several classrooms to the IMMC media distribution system to accommodate the receiving of video telecasts and films on demand. Satellite has been added to the center for teleconferences and for out-of-the-immediate-area television satellite viewing.

Graphics and photographic services are offered to instructors, in addition to technical assistance by both electronic and audio-visual specialists in the development of instructional media packages for classroom use. The center publishes a catalog describing its services and holdings. Instructional materials produced by the IMMC staff are of professional quality. The graphic art section has recently acquired an IBM Pentium PC in addition to a Macintosh Graphics computer for state-of-the-art graphic displays. Original material can be prepared by the combined efforts of the instructional technician and graphic artist. Service hours have been appropriate for faculty. However, there is no weekend service. Equipment is generally available

LIBRARY
Description 5D

The Library staff consist of a department chair (on D basis), 2 full-time librarian positions, part-time librarian for 16 hours/week, 5.5 library technicians, and College Work Study (CWS) and Board paid student assistants who are employed for up to 250 hours per week. The Librarians have masters degrees from accredited colleges/universities. The clerical staff are knowledgeable about the Library policies and procedures and perform the necessary routines in spite of changes and staff limitations. Library personnel will learn to operate and to assist patrons on the coming automated system. Many policies and procedures will be evaluated and changed during that time.

Analysis 5D

Library staff are qualified and dedicated to service, but insufficient in numbers compared to similar size libraries in the district and according to the State minimum standards. During the implementation process of the

5D.1 Learning resource staff is sufficient in number and properly qualified in various specialty areas to serve users and to provide technical support.

automation project, the staff will be providing service while learning to use the new system and retraining themselves to perform the changing procedures and policies.

LEARNING SKILLS CENTER (LSC)

Description 5D

The LSC's faculty and staff consists of 2.6 FTE English/reading, 2.0 FTE math, 0.5 language skills instructional assistants, 10 program assistants, and 35 student tutors.

The faculty demonstrate expertise in a wide range of disciplines reflective of basic skills instruction. Faculty members are selected by the procedures and policies established by Title V and in agreement with the college administration and the local Academic Senate. Classified personnel are selected by the procedure established by the Personnel Commission.

LSC employs tutors from many disciplines represented at the college. Student tutors are selected by a department subcommittee and must submit updated recommendations from the department chair of the discipline in which assistance is provided. Tutors are hired on a semester basis, and performance evaluations are completed by faculty who make recommendations regarding continued employment in the LSC.

Analysis 5D

All faculty members are selected by the guidelines established by the LACCD, and each has the educational requirements, training, and experience necessary. The LSC employs only one classified employee as a language skills instructional assistant, a position which recommends completion of an undergraduate degree in English, Speech, Education or a related field. There are several program assistant and student tutor positions that also require the completion of college courses within related areas of study. Upon review by this committee, the prospective tutor must complete the tutor training program offered through the center.

OTHER RESOURCES

Instructional Multi-Media Center (IMMC)

IMMC staff consists of an instructional multimedia specialist and two other classified persons. A technician is available for set-up and maintenance of audio-visual hardware. A graphic arts designer is available to the college-at-large.

Staff shortages have created difficulty in providing timely maintenance and repair of the equipment.

15E.1 Computing and data communications services are provided as learning resources in sufficient quality and quantity to support the educational offerings of the institution.

5E.2 The institution provides service to support full utilization of its information technology resources.

STANDARD

LIBRARY AND LEARNING RESOURCES

LIBRARY
Description 5E

Information Access' General Periodicals ASAP Abridged was the first periodical CD-ROM index to be placed in the reference area in March 1996.

The Districtwide Library Automation Project is slowly moving forward, with still no firm implementation date. However, the database is finished; bar codes are attached to books; plans are being made to acquire microcomputers and furniture. The central computer is in place at the District providing registration services; cables are strung to most libraries, and the wide and local area networks are being enhanced. The contract for the system has been signed, and the installation and testing of the book database are being planned.

Although it will not be in Phase One of the implementation, connections to the Library system from DSPS computer labs and offices and for telephone dial-in access are being planned.

Analysis 5E

The Library is years behind in its computer resources offerings. Most community college libraries have had journal citation indexes for five or more years. Many have automated systems and, recently, full Internet access. Limited campus materials budget and equipment budgets are part of the cause. The Library wants to be involved in using and assisting users to access the Internet. New computers that will run the new Internet browsers and connections to the campus Internet provider are needed.

LEARNING SKILLS CENTER (LSC)
Description 5E

The LSC houses the PLATO computer laboratory established by the college's GAIN Program. This laboratory, although available for LSC student use is primarily utilized by the GAIN program participants. PLATO provides computer-assisted instructions in basic mathematics and language arts for students who need both remedial and developmental instructional activities in these basic skill areas. There are 38 PLATO stations available for student use during hours of operation.

Analysis 5E

Because it is under the purview of the GAIN program on campus, the LSCs students are rarely able to take advantage of its many software programs. Also, the software that is available needs modification in order to truly be used as a supplement to the classes offered.

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Therefore, the PLATO laboratory does not serve as an adjunct to any of the Learning Skills classes, and the LSCs students are at a disadvantage for basic skills remediation. There are no other computer terminals in the LSC.

OTHER RESOURCES
Academic Computing
Description 5E

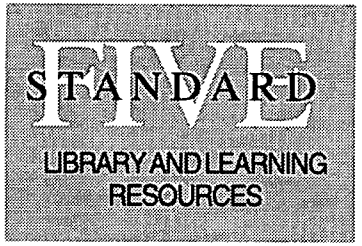
In Spring 1995, the Academic Senate, AFT College Guild and the SGC acknowledged the need for a systematic process for acquiring, recycling, maintaining, and financing major purchases for information technology and for integrating it into the instructional program. A process for initiating a college-wide committee and empowering it to develop a master plan was created, and in September, the President wrote an open letter to initiate the formal planning process. Two forums were scheduled in December and attended by thirty faculty, staff, and administrators. The president empowered the planning committee, headed by the academic Vice President, to present recommendations to the SGC by Fall 1996.

The Information Technology Committee (ITC) was charged with the development of a plan to address philosophy, organization, equipment, staff development, instructional application, budget, and policies and processes. The membership was composed of 22 individuals from all constituencies, including large departments, users and nonusers. All meetings were open to all members of the college. The committee produced standard agendas, distributed in advance of regular meetings, and approved minutes regularly submitted to the SGC. Meetings were held twice a month, beginning in Spring 1996 and monthly during the summer. Drafts of policies and components were submitted for approval to the SGC.

Information technology bulletins were composed, printed, and distributed campus-wide on a monthly basis to inform the community of the nature and rate of the committee's progress. Important dates and announcements were also included in the regular news notice *This Week*. Surveys were conducted as necessary to identify issues directly related to planning. A small library of informational articles was established and made available in the Office of Academic Affairs Accreditation Library in AD 208.

To insure consistency with the development of other segments of master planning already in progress (educational planning and facilities planning), an outline draft of the planning document was distributed to those committees for their input and recommendations. The Institutional Planning Committee (IPC), chaired by the President and consisting of the chairs of the key planning committees and the Budget Committee, also reviewed the draft document at different stages. It was agreed that the strategic plan developed by the ITC would become a key component of the master plan. Goals were aligned to support college-wide goals. Drafts of the emerging plan were distributed to ITC members for their input.

Academic computing at the college is defined as the use of computers by three groups of students. The first group is those whose main interest is the computer itself and how it works.



Academic computing is designed to serve the needs of students in all disciplines, but it focuses on those disciplines with limited traditional computer needs, such as English/ESL, American Cultures, Social Sciences, Foreign Language/Humanities, or with no access to equipment. The physical plant includes a fiber optic network, dubbed CITYnet, which presently runs between three buildings across the campus. This network is a 16Mhz Token Ring using IEEE 802.2, TCP/IP, and IEEE 802.5 protocols. The fiber branches at five points to attach to clusters of equipment. The clusters are the ACCL, the Mathematics Lab, the Computer Technology Lab, the English Writing Center, and the TLC. The 100 personal computer-style workstations are currently attached to the network, all of which can draw upon the personal computer-based software and CAI packages located on the servers. Approximately 350 additional computers are located throughout the college in instructional areas.

The Office of Academic Computing (OAC) was established to support and encourage the use of computers by students. This entity is responsible for the design, construction, maintenance, and operation of the network described above, along with supervision of the ACCL. The OAC also provides a support effort to all departments using computers with respect to purchasing, specifications, suitability to specific needs, and general consulting. The OAC publishes a newsletter and an operations manual for users of CITYnet. It also presents regular seminars on topics of general interest in computing for the beginning computer user.

Faculty and staff are kept informed about new developments in learning technologies. The OAC keeps the equipment and software of the student computing environment up-to-date technically, ensures that proper procedures for the use of the equipment and facilities are published and maintained, and informs users of improvements in facilities and procedures.

Use of resources by students, staff, and faculty is promoted through a comprehensive program of orientation, instruction, and printed material. Attention is given to the needs of both traditional and nontraditional student. Access to academic computing resources is as unrestricted as possible. All CITYnet and stand-alone resources are available in the ACCL. Faculty members refer their classes and individual students to CITYnet as either a required or optional resource.

The OAC consists of a director of academic computing, whose responsibilities include management of the office supervision of the ACCL, technical support to the infrastructure, and source of information for the Internet expert. The OAC has two instructional assistants, and a sub-and-relief position for Saturday ACCL support.

Analysis 5E

A significant effort has been made over the last 15 years in the development of an extensive library of CAI packages, including work in Foreign Language, Law, Earth Sciences, and Music. These packages, available anywhere on the campus via CITYnet, are text based; particular attention has been given to reinforcing and reviewing the right answer with the students before they are allowed to continue.

The OAC regularly keeps in contact with a group of college personnel who are contacts for the dissemination of information about CITYnet and its use. These persons represent the using departments and have volunteered to serve as liaison between the OAC and their peers. Update notices and procedural changes are funneled through these persons to the bulk of the using faculty, who in turn advise their students of the changes. The director of academic computing regularly keeps in touch with these persons and chairpersons of the involved departments.

When funds are available, the development of computer-related plans is discussed among the chairs and department representatives. Plans for funding consideration and equipment lists that the OAC and the departments together have determined will best suit the departments' needs are submitted while the OAC acts as a technical consultant. With the California Association of Directors of Academic Computing as a resource, the design of CITYnet and the support efforts of the OAC have been modeled after the most successful examples of other schools in the field.

The IBM 9370 mainframe system listed in the previous accreditation report was discontinued in June 1995 as a result of lack of use. An IBM on-site service contract for IBM PS/2 series machines was purchased with the result that all such equipment is still working and in use by students and has been a major cost savings. Some departments purchased other brands of equipment not covered for repair. The school has not addressed money or personnel to fix the non-contract equipment.

Planning

The one institutional planning goal and objective related to Standard 5 is to:

1. **Foster educational excellence by** refurbishing the Martin Luther King, Jr. Library, expanding library holdings, bringing key library indexes on line, and exploring the creation of a library multi-media center. These projects might be overseen by a Campus Library Advisory Group.

Supporting Documentation for Standard Five

Book Selection Policy
Budget Expenditures Comparison Report
Faculty Handbook
Faculty, Staff, and Administration Accreditation Survey
Hours of Operation - Learning Resources
Learning Skills Center Information Sheet
Learning Skills Center Survey

Mire Areas

ud by Rain; ble Weather

ince quite a few of the lots on raised ground, the gravel wash away in a strong rain

e student parking lot on Hello- Ave., which was recently graded a four-year-old child fell into of its six-foot pits, according to n Pittsford, building supervisor, n't escape the flood either. One rked car was tilted to a 15-degree igle and another sank into muck high as its fender skirts.

On one New Hampshire Avenue ot, a six-inch length of pipe was left exposed in the two-foot rut made by a car-wheel in its attempts to free itself.

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Parking lot is typical of slush caused by r
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SIX STANDARD

PHYSICAL RESOURCES

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Richard Guy

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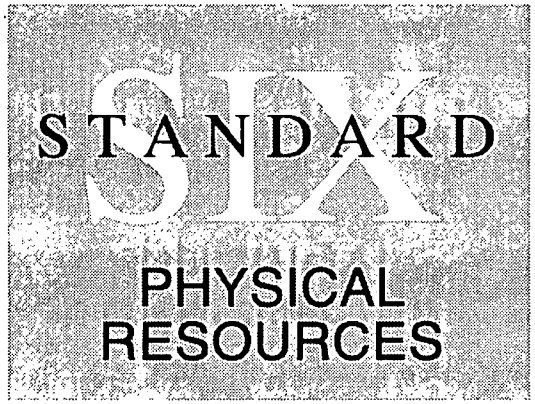


Description 6A

The 48 acre site of Los Angeles City College is comprised of 51 structures, 63% of which are 45 years old or older. The physical facilities, buildings and grounds, repair and maintenance, and replacement are financed within the college budget and by District and state repair funds. In the last six years, several renovations, conversions, and relocations have occurred involving the instructional program. Some notable activities involve the following areas.

The Business Administration Department has added one computer laboratory converted from the administrative offices. Dental Technology has been partially relocated to facilities in Franklin Hall through funds from Vocational and Applied Technology Education Act (VATEA), Asbestos Abatement, and the Americans with Disabilities Act (ADA). However, the Dental Technology laboratory is not currently adequate in terms of equipment or location and will be moved, expanded, and updated during Spring 1997 with funds from VATEA, and the 1996-97 State Instructional Equipment block grant. The All-College Computer Laboratory (ACCL) was converted into a 40-station facility for college-wide use, but the hardware is no longer current, being too old to run the appropriate software. In 1995 the new Teaching-Learning Center (TLC) was constructed with Title III funds by remodeling a room located in Franklin Hall; it facilitates the instructional needs of all college staff.

The heating and ventilation of all buildings consist of more than three different systems, each with unique mechanical needs. Four much utilized instructional buildings and the Cesar Chavez Administration Building are heated by an antiquated boiler-steam system. Interior and exterior lighting was selectively improved with mercury vapor or metal halide fixtures and incandescent lights. Exterior refinishing and utility repairs are identified and maintained in a planned system or when an emergency occurs. In January 1995 an extensive intrusion alarm system was installed in offices, classrooms, and labs equaling 40% of the campus.

Campus police officers make regular patrol rounds of the campus and the parking lots. The college also has cadets who have trained under the Administration of Justice Department program. The cadets and officers conduct foot patrols of building interiors. Officers handle injuries, criminal activity, traffic accidents, and escorts to cars in the evening, in addition to the responsibilities inherent in police activities. The campus police monitor a Community Services program for traffic offenders who complete their penalty time by assisting with grounds clean-up. The Campus Police, District, Safety Committee

Standard 6 - Physical Resources

Physical resources, including buildings and equipment used both on- and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

Standard 6A - Facilities

6A.1 Space allocations are appropriate and adequate for the institutional functions served.

6A.2 Buildings and grounds are clean and in good repair. Maintenance and operations are conducted in a systematic, planned manner with adequate staff and support.

6A.3 There are well-planned, adequate, and well-maintained physical facilities for off-campus programs.

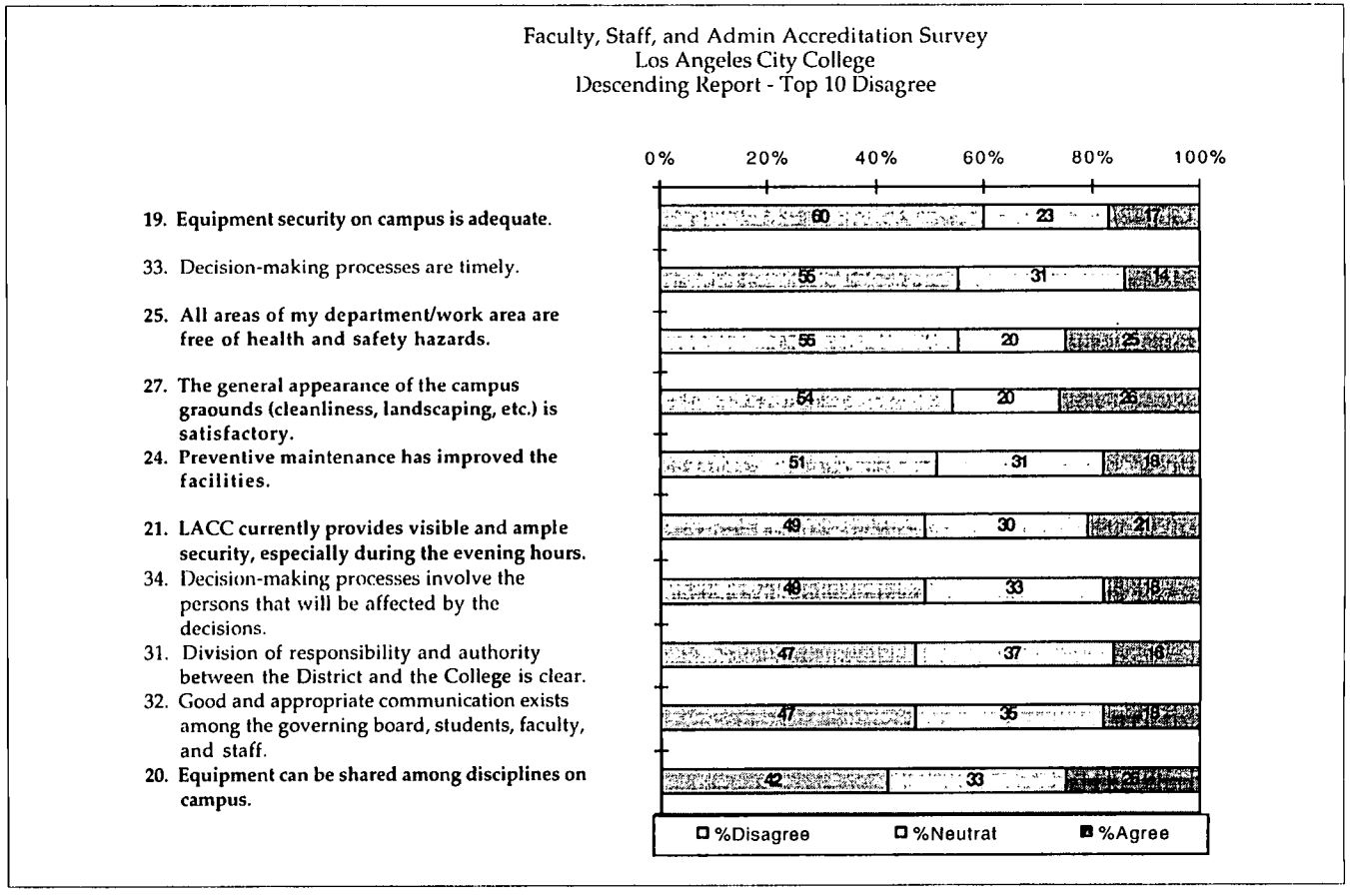
6A.4 There is a demonstrated concern for safety, security, disaster planning, and energy conservation.

6A.5 There is a concern for health issues, barrier-free access, and environmental standards related to hazardous materials and waste.

STANDARD SIX
PHYSICAL RESOURCES

and the college Health, Safety, Compliance Committee (in compliance with S.B. 198) are in the process of updating the Disaster Procedures Manual and establishing an illness, injury, and prevention program.

The college has off-campus sites for the following educational programs: athletics (baseball), Child Development, Cinema-Television, Family and Consumer Studies, Psychology, Radiologic Technology, Theatre Arts, and Transportation. The physical facilities and equipment are utilized by these programs to give students the opportunity to practice with clientele in real-life settings. The policy of maintenance, security, and safety of the students and employees is governed by in-house, local, state, and federal regulations. Agreements between the individual off-campus sites and the college determine the number of students assigned to each site to ensure an environment for effective learning and fulfillment of the course objectives.



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STANDARD SIX
PHYSICAL RESOURCES

Analysis 6A

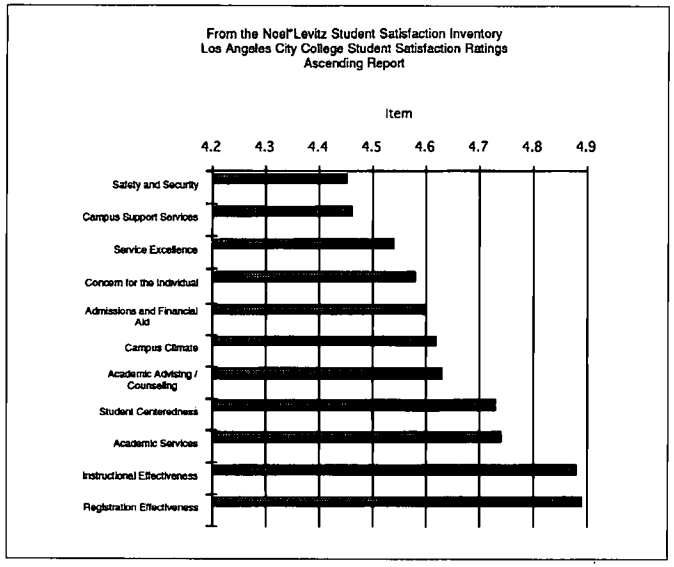
Not only are the college's facilities old, they are in poor repair and energy inefficient, and they present serious barriers to disabled students. They are also badly outdated as instructional spaces. In order to adequately maintain facilities for the ensuing two decades, $73,000,000 of restoration is needed.

Of all aspects of the college, students, faculty, and staff express the greatest dissatisfaction with physical resources and the security of the campus. Of the ten lowest items reported on the *Faculty, Staff, and Administration Accreditation Survey*, 60% are concerned with the appearance of the campus and safety issues. (See graph opposite).

There is noticeable divergence in opinion between the administration and other employee categories on most of these items. For example, 47% of administrators disagree with the statement, *LACC provides a safe working environment for students, faculty, and staff,* versus 71% of the full-time faculty and 75% of the classified staff. Further, 53% of administrators disagree with the statement, *The general appearance of the campus (cleanliness, landscaping, etc.), is satisfactory* versus 74% of the full-time faculty and 76% of the classified staff. It is difficult to maintain the campus at a desirable level of cleanliness for two reasons. First, plant facllities and custodial operations are seriously understaffed. Second, the campus is an open campus located in an economically depressed inner city area. Thus, there is a constant need to combat gang graffiti as well as vagrant refuse dumped on the campus parameters.

Of all college experiences presented on the *Students Satisfaction Inventory,* students were most dissatisfied with safety and security. Out of 100 items presented on this inventory students reported greatest dissatisfaction with the amount of student parking. In fifth place, in terms of dissatisfaction is the inadequacy of the lighting and security of the parking lots.

Over the past fifteen years, the college has been forced to reduce its operating funds dramatically, causing an inability to complete its goals of offering and maintaining an improved learning



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STANDARD SIX
PHYSICAL RESOURCES

environment. Space allocation for instructional purposes is adequate for some departments and inadequate for others. Building age poses a limitation on the college to provide the necessary adequate facility and equipment space to conduct current state-of-the-art instruction in specific programs and departments and to maintain and repair facilities. This problem is especially true in the areas of Chemistry, Dental Technology, Life Science, Physics, and Physical Education. The Chemistry building's ventilation continues to be a problem in unaltered laboratories. Despite space inadequacy for certain programs, the college has approximately twice the lecture space required for the WSCH generated, and 129% of the laboratory space needed. A five-year building requirement projection indicates that lecture space will exceed demand by 184% and laboratory space by 115%. This evidences a need for major renovation and/or reconstruction so that facilities can be truly appropriate for instructional mandates.

Within existing resources, efforts have been made to address instructional facilities needs. Efforts to provide improved instructional facilities include the major renovations of rooms to provide computer laboratories. The room planning, design, and equipment installation for the ACCL and the TLC demonstrate a marked contrast of two facilities with similar needs as they relate to faculty and student needs. The capabilities of the hardware and software systems in the ACCL are inadequate with regard to the systems being taught in the classroom while the TLC has more modern equipment and software than the ACCL.

Student support services departments are scattered throughout the campus, and services are inadequate because of the design of the buildings or space available for them. Cafeteria facilities are currently under-used by students, faculty, and staff.

The boiler steam system, always in need of repairs, maintenance, and staffing, has caused annual periods of cold, unhealthy classrooms. Currently, the Martin Luther King, Jr. Library is operating with OSHA citations as a result of complaints registered by employees and students who have experienced a variety of symptoms and illnesses.

Many of the older buildings are expensive to repair, and replacement parts may be unavailable; i.e. the windows in Franklin Hall. However, ongoing improvements to the exterior and interior lighting system have illuminated a previously unsafe, unhealthy, and dim environment, thereby increasing safety and reducing potential for injury. The sixteen emergency call boxes were painted and newly identified as a result of grievance arbitration.

The college has attempted to maintain the facilities and grounds despite staffing and supplies reduction in custodial and maintenance departments. Two custodians were hired in December to keep the restrooms clean by constant rotation around the areas of heavy use. The gardening and grounds crew maintain college grounds and gardens. Fencing, vegetation, and tree removal or pruning have provided greater visibility and access to the north section of the college in addition to increasing the safety and security of the facilities.

STANDARD SIX
PHYSICAL RESOURCES

With the purchase of the latest computer technology, the college experienced a rash of thefts in Fall 1994. In addition to apprehending the perpetrator eventually and recovering some of the stolen parts, the alarm system has significantly reduced equipment theft.

According to the *Faculty, Staff, and Administration Accreditation Survey*, faculty and staff were concerned about the following items: security, communication, preventive maintenance, health and safety hazards, and general appearance of the campus. Of those who completed the survey 66% disagreed with the statement, *LACC currently provides visible and ample security, especially during the evening hours.* Only 14% agreed with the statement while 20% were neutral. Security continues to be an important issue for the staff of the college.

Although there has been an effort to improve communication with maintenance staff, the perception is that it still needs further improvement. Of those surveyed 38% disagreed with the statement, *Communications with campus maintenance have recently been enhanced, and good communication opportunities are in place,* while 28% agreed and 35% were neutral.

Health and safety issues are of great concern to the college community. While 55% of those surveyed disagreed with the statement, *All areas of my department/work area are free of health and safety hazards,* 26% agreed and 20% were neutral. In addition, there is concern about a safe working environment as illustrated by the 36% of those surveyed who disagreed with the statement, *LACC provides a safe working environment for students, faculty and staff.* From the responses, 31% agreed while 33% were neutral.

Student, faculty, and staff participation on the AFT union-mandated Work Environment Committee, on the Facilities Planning Committee, and on the President's Beautification Committee is beginning to contribute to a proactive problem-solving environment.

Description 6B

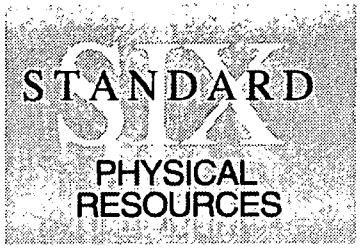
Each department is responsible for determining what its equipment needs are for each program offered. College allocation from the District and funding from other sources determine equipment procurement. In 1995, the TLC was opened to faculty and staff, offering Internet access, an LACC home page, and seven outside access lines. Office Administration, Math/Computing Center, and Business Administration/Computer Science Information Technology, with the aid of non-district funding, have also significantly upgraded their computing hardware.

Equipment is maintained by college faculty and on-campus technical personnel. When funds are available, off-campus services and contract maintenance are used when funding is

6B.1 Equipment is appropriate for the institutional functions served.

6B.2 Equipment is maintained on a regular basis and attention is given to the safety-health aspects of equipment operation and maintenance.

6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.



available. Plant facilities has recently instituted a college-wide preventive maintenance program. Health and safety aspects of equipment operation are monitored by each department. About 40% of the buildings do have a security system to prevent theft.

Inventory control is maintained by individual departments. The receiving department assigns inventory numbers to all equipment, and the District maintains a master computer-filed inventory. Periodic replacement of equipment is scheduled.

Analysis 6B

In recent years, lack of funding for technical equipment for instructional programs as well as support programs has made it difficult to maintain high quality programs. While periodic replacement of equipment may be scheduled, funding is rarely available to update or replace equipment. The college and its departments continue to look for funding from outside sources to update and replace equipment. In 1996-97, the college received $850,000 in one-time block grant funds and $164,000 in on-going funds from the State Instructional Equipment Fund. The Educational Planning Committee (EPC) and the Information Technology Committee (ITC) have worked together — with support from the Shared Governance Council and Academic Senate — in an Allocation Committee to develop and implement a process to review and award funding proposals. This money should have some significant impact on the college's ability to maintain and strengthen its instructional programs.

Funding for equipment maintenance continues to be a problem. When repairs can be made using college personnel, there has been improvement in maintenance. However, fiscal constraints diminish the effectiveness of the college's preventive maintenance program. Of those completing the *Faculty, Staff, and Administration Accreditation Survey,* 50% disagreed with the statement, *Preventive maintenance has improved the facilities.* Only 18% agreed.

The safe operation of equipment and handling of hazardous materials is a concern. Material Safety Data Sheets (MSDS) are maintained in appropriate locations on campus to provide safety information for hazardous materials.

Providing security for equipment is a major concern with 60% of the faculty and staff who completed the survey and believe that equipment security on campus is inadequate.

Description 6C

There is a master plan for campus development, consistent with the objectives of the institution and the Educational Master Plan. The Facilities Master Plan, 1997-2002, is the first such document in the college. A Five-Year Capital Construction Plan, Annual Capital Construction Plan, and a work request plan which handles day-to-day maintenance and repair also exist. There is appropriate involvement of students, faculty, and staff, in the planning of facilities. This involvement includes the Facilities Planning Committee (FPC), the Work Environment Committee (WEC), the District FPC, and the Shared Governance Council (SGC). The FPC and WEC are jointly working to develop and implement a campus

environment plan as specified in the Educational Master Plan. The college President has established a *Beautification Committee* to address his established priority to improve campus cleanliness and appearance.

There are two facility plans in effect at LACC: Phase 1 Master Plan and the Annual Capital Construction Plan. The objectives of the Phase 1 Master Plan report and the Capital Construction Plan are consistent with the objectives of the college as stated in the *College Catalog*.

The Phase 1 Master Plan report for campus development was completed by Maas, Rao, Taylor and Associates. The purpose of the first phase of a multi-phase planning process was to establish a basis for a definitive master plan to guide the physical development of the college campus into the next century. In addition, the college annually submits to the District Chancellor's Office a Five-Year Capital Construction Plan to guide facilities development on a short-term basis.

Analysis 6C

The 1997-2002 Los Angeles City College Facilities Master Plan for campus development was conceived at the administrative level, and Maas, Rao, Taylor and Associates were retained as consultants in Spring 1994, and a Facilities Master Planning Committee was established. The final document was prepared by the FPC committee chair (a dean of Academic Affairs), and the facilities manager in conjunction with the committee. Faculty members and administrators were invited to assess their facilities through a questionnaire when design considerations involved specific instructional areas. The report details the functional needs of each department in each building for immediate instructional need and for the requirements to bring the college into the year 2000 and beyond. As documented in the Facilities Master Plan, facilities restoration requires $73,000,000. To provide educational leadership as the college moves in to the 21st century, the institution must be rebuilt. The proposed reconstruction focuses on functional integration and maximal efficiency of space utilization. It consolidates the campus into 16 structures rather than the present 51 and reduces square footage by 19%. It is also cost efficient in that is meets the state criterion of choosing reconstruction over restoration whenever restoration exceeds 50% of the cost of new construction. To this end, the LACC Facilities Master Plan presents a five-year $139,000,000 program for construction of twelve new buildings. To provide adequate facilities and support for the information age, high technology instructional programs, and the multi-cultural student and community clientele, funding must be obtained through pursuing state resources, joint ventures and partnerships, and other appropriate avenues.

6C.1 There is a master plan for campus development, consistent with the objectives of the institution and the educational master plan.

6C.2 There is appropriate involvement of staff in the planning of facilities.

STANDARD

PHYSICAL RESOURCES

LACCs Five-Year Capital Construction Plan is required by the State Chancellor's Office, developed by the plant facilities office, and presented to the acting Dean of Administration. Faculty input comes from the day-to-day work request order forms required by plant facilities before anything on campus is repaired or maintained and when action is or is not taken. The facilities manager determines which orders can be considered, given available personnel and funding. This plan is not reviewed or prioritized by any faculty or student committees. The completed plan has not been distributed to faculty or staff except upon request. The acting Dean of Administration submitted a list of capital construction projects and deferred maintenance projects. Input and review of this list of proposals were not available to others than the representatives present at the meeting from whom acceptance was being requested.

The plans for a sports complex and student services building were presented to the California Community Colleges State Chancellor's Office for support and rejected for several reasons as outlined in a letter from the dean for facilities planning, California Community Colleges. The proposal (under the title of the Landscape/Lighting District (LLD)) reintroduced the sports complex as a viable consideration due to the guidelines of its public recreational use. The LLD parameters offered campus improvement and structural consideration with the primary use of new facilities going towards public recreation. The measure, had it passed, would have brought approximately $35,000,000 to the college. A prioritized list of projects was created by the facilities manager and the Dean of Administration in conjunction with the FPC. The LLD request list detailed major projects: parking structures, tennis courts, basketball courts, new running track, increased safety lighting, and appropriate ADA compliant walkways, landscaping, and access to and from these facilities. In the November 5, 1996, election, the measure failed to achieve the required 50% voter approval. The District is continuing to pursue alternative funding.

Planning

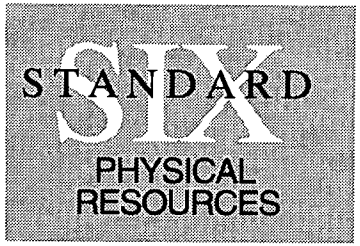
The four institutional planning goals and objectives related to Standard 7 are to:

1. **Improve communication among all campus units by** creating a center where faculty, staff, and administrators can meet, have lunch, and exchange ideas.

2. **Transform LACC into an *electronic campus* by** providing e-mail, Internet access, voice mail, and additional FAX machines, and exploring alternate forms of telephone delivery for all students, faculty, staff, and administrators.

3. **Improve the physical environment and increase security and safety by**

   a. developing a Facilities Master Plan that includes a schedule for refurbishing (painting, tiling, carpet repair/replacement, light repair/replacement, plumbing repair, and air condition



ing repair) 20% of the campus each year.

b. removing remaining architectural barriers to Disabled Student Program and Services students.

c. developing and implementing a plan to maximize the productivity of all campus maintenance personnel.

d. developing and implementing a comprehensive *college beautification* plan for campus grounds.

4. **Create a campus culture that promotes diversity and fosters collaboration and self-respect by** reviewing and improving campus security measures for students, faculty, staff, and administrators (including access gate maintenance and creation of an evening escort service).

Supporting Documentation for Standard Six

Campus Climate Survey

Educational Master Plan, 1996-2001

Educational Planning Committee Document

Facilities Master Plan

Facilities Questionnaire

Faculty, Staff, and Administration Survey

Five-Year Capital Construction Plan

Landscape Lighting District (LLD proposition AA)

Senate Bill 198

Standard Physical Plant Work Request Form

State Instructional Equipment Fund Allocation Proposal

Student Satisfaction Inventory

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STANDARD

FINANCIAL RESOURCES

Co-Chairs

Mario Purugganan

Roger Wolf

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STANDARD

FINANCIAL RESOURCES

Description 7A

The college is one of the nine colleges comprising the Los Angeles Community College District. A significant portion of the District's revenue comes from state allocation and the balance from federal funds and other sources, including interest on District investments, miscellaneous income, non-resident tuition, and other student fees. For the fiscal year 1994-95, the unrestricted general fund revenue for the college was $32,201,000. Based on the District's allocation formula, the college's unrestricted general fund budget for the same fiscal year was $22,804,000 as against $24,113,951 for fiscal year 1990-91 (base year) or a 5.4% decrease in funding. The 1995-96 allocation of $22,080,066 was even less by 8.4%. In August 1996, the Board voted to allocate an additional $9 million to the District's nine colleges in order to reverse the declining WSCH and increase enrollment growth. Of this amount, LACC received $400,000, based on FTEs and FTE/WSCH factors. With the infusion, the college decided to reach out to new populations by opening City Prep Academy in Fall 1996 and PACE (Program for Accelerated College Education) in Spring 1997. Future growth plans include a Weekend College in Fall 1997. The college also received approximately $1 million in State Instructional Equipment Funds and began the process of prioritizing $3 million in requests for the funds in Fall 1996.

The District is responsible for the retirement of bonded indebtedness and repayment of all long-term liabilities. The General Long-Term Debt Account Group accounts for the District's long-term debts and manages long-term portions of employee vacation benefits, workers' compensation claims payable, and insurance premiums payable.

The appropriate management, adequacy, and safety of cash and other reserves are primary concerns of the District Board of Trustees. As provided in the Education Code, a significant portion of the District's cash balances is invested with the county treasurer. In accordance with its investment policies and with the California government code, the District may also invest its cash balances in securities of the U.S. government or its agencies, certificates of deposit, and other types of allowable interest-bearing or income-producing, minimum-risk investments. Operationally, the District endeavors to maintain liquidity at all times. Historically, the District has met all bonded indebtedness and other long-term obligations repayments.

Analysis 7A

The District's uncertain financial condition makes the college unable to project, with reasonable certainty and accuracy, its funding level from one year to the next. Often District budget allocations

Standard 7A - Financial Resources

Financial resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

7A Financial Stability

7A.1 Current and anticipated income is adequate to maintain high quality programs and services.

7A.2 A Plan exists for payment of long-term liabilities.

7A.3 Cash flow provisions and/or reserves are sufficient to provide fiscal stability and to meet the needs of the institution.

are not distributed in a timely fashion. Inadequate budget planning often results in rushed financial and operational decisions and adjustments to the college's Operational Plan (OP). The reduced funds allocated to the college limit the expansion of educational program offerings. The college also administers a substantial number of specially funded programs. These programs are helpful in recruitment and retention of students, but they also impact the use of the unrestricted funds through matching requirements and use of campus facilities.

The District's financial decisions have been prompted by various operational necessities such as settlements of salary increases with various bargaining units, the adoption of a classified restructuring plan, and settlements of legal issues. Also, the unfavorable financial position of the District and the college has caused a depletion of the reserve funds. Increased operating costs are difficult to meet. Operating reserves are not being rejuvenated.

The college's operating budget in 1994-95 was slightly less than the previous base year of 1990-91 (inflation factors not considered.) Therefore, faculty, staff, and administrators have been obligated to operate within a continually reduced budget allocation when inflation factors are considered. In fiscal year 1994-95 the college experienced its first ever year-end budget deficit. The deficit pattern continued in 1995-96, forcing the college to use subsequent year budget allocation to partially pay back previous deficits. The impact of reduced funds creates a cycle of decline. With less money, fewer classes can be offered, and with fewer classes, enrollment continues to decline and thus leads to further funding reductions. In addition to the internal budgeting problems that could affect educational programs, the multiple-college configuration of Los Angeles Community College District could foster greater fiscal problems at LACC. The stabilization program initiated by the District allocates funds earned through FTES at specific colleges to other colleges that are not *faring well.* This process contributes to a continuous budgetary crisis at LACC. Monies needed for the college's educational programs are not shared in accordance with the size of programs and their enrollment and affect program initiation/implementation, continuation, and modification. Lack of funds continually creates the possibility of program reduction, which could lead to a vicious cycle of reducing students and, consequently, to further reductions.

Moreover, funding problems result in a reduction in the upkeep of the physical plant, which affects the appearance of the grounds and facilities, sanitary conditions, and the level of safety due to a lack of adequate lighting and campus police. Such factors have tangential but significant impact upon the delivery of educational programs. Further, the educational mission is complex and requires adequate funding for optimal delivery.

To continue the progress made concerning educational programs, the college must develop a coherent budgeting process that grows out of

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STANDARD SEVEN

FINANCIAL RESOURCES

college philosophy and mission, goals and objectives. Budgeting in the past has been reactive and has preceded educational planning, so resolution of fiscal issues has often involved conflict. The new climate that the college is trying to develop requires collaborative efforts on the part of all constituencies within the institution. A prime goal of the Budget Committee is to have the college's educational plan drive the budget

To date, the Los Angeles Community College District has demonstrated its ability to fulfill its liquidity requirements to cover ordinary and necessary operational disbursements and also meet emergencies and other unanticipated needs. Its investments are closely monitored and evaluated with the view of maximizing profitability as well as maintaining liquidity and safety. However, state fiscal reports question the low level of District's reserve fund. The balance of the District's reserve funds for 1994-95 was $540,256; the total District operating budget for the same period was $273 million.

Description 7B

The Dean of Administration or his designee coordinates the campus process for determining funding levels for each college component. At the beginning of each fiscal year, the Dean of Administration along with the Budget Committee of the SGC develops guidelines for preparation of a college OP in accordance with the guidelines published by the District. The Dean of Administration conducts planning interviews with the heads of each of the operational entities on campus that manages the budget accounts. Each college office designated as a budget activity meets to determine the needs of that *activity.*

Each academic department meets with the Vice President of Academic Affairs and the Dean of Administration or designee to discuss and determine the needs of each department in accordance with the college educational goals and objectives. The Budget Committee participates in the creation of the college's annual operating budget. The requests from each office and department are then submitted to the Budget Committee and the SGC, composed of representatives from faculty, staff, administrators, and students. The Budget Committee and the SGC examine the budget in detail in relation to the college's master plan and make recommendations to the President. After consulting with the SGC and upon receiving its recommendations, the President reviews the entire OP for approval. The OP is then submitted to the District Budget Office for review. This final budget, which represents the priorities and needs of college, is then submitted to the Board of Trustees for final approval and adoption.

7B.1 Financial planning is based upon the educational master plan and provides for staff participation and budget approval by the governing board.

7B.2 The policies, guidelines, and processes for developing the budget are clearly defined and followed.

7B.3 Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

STANDARD
FINANCIAL RESOURCES

There are currently long-range departmental projections regarding programs, services, costs, or resources, and an updated capital construction and maintenance projects master plan. Although the District receives the greater portion of its revenue from the number of full-time equivalent students (FTES) attending the college during the year, the college receives only a portion of the FTES it generates. The college allocation is affected by a five-year funding formula developed by the District Budget Committee. Other factors include rentals, capital construction, and collective bargaining decisions.

Analysis 7B

The college budget, under the direction of the District and the college President, is closely monitored by the Dean of Administration in coordination with department chairs and activity managers.

The SGC represents a major improvement in fostering campus-wide participation in the long-range planning activities of the college. Nevertheless, the *Faculty, Staff, and Administration Accreditation Survey* shows 88% of the respondents disagreed with the statement, *The policies, guidelines, and processes for developing the budget are clearly defined and followed.* On this item, the administration was more positive, with 32% agreeing with the statement versus 13% of the full-time faculty and 12% of the staff.

The completed Educational Master Plan, 1996-2001, was ratified by the Academic Senate in Fall 1996. This plan, along with the construction and maintenance master plan, will ensure that the budgeting process is focused on the established goals and objectives of the college.

The relationship between budget levels and programs delivered is unclear when WSCH and college revenue are compared. When comparing the base year 1990-91 to 1994-95, an 11% decline in WSCH is noted while the college revenue declined only 5.4%. Adjusted for inflation, however, there is an even greater decline of revenue in real dollars. The year of the most significant decline in revenue (1993-94) also shows a corresponding decline in WSCH. The 1993-94 final budget was 9% less than the 1992-93 final budget. In the same period, WSCH declined 13%.

Beginning with the 1995-96 fiscal year, college expenditures increased due to cost of living adjustments and the restructuring of classified personnel positions imposed by the *District-AFT Agreement* and the Personnel Commission. This increase in expenditures for salaries without the corresponding increase in revenue reduced the net amount of funds available for maintaining high quality programs and services.

Description 7C

Financial administration is organized by functions which include personnel, payroll, purchasing, accounts payable, budgeting, contracts, and auxiliary services. An organizational chart for Administrative Services presents the lines of accountability for many financial administrative functions. Certain areas, such as accounts payable and contracts, are centralized at the District. Auxiliary services, including the Bookstore, Cafeteria, and Community Services, are heavily linked procedurally to District administration.

STANDARD SEVEN
FINANCIAL RESOURCES

Recent changes in fiscal operations include the following: pursuing efforts to regionalize the college Bookstore and Cafeteria; allowing colleges to enter into services agreements up to $2500 per year; matching invoices with purchase authorizations or release orders; issuing purchase authorities up to $2000; and issuing release orders in accordance with existing contracts.

Financial reports from the District contain current data and are generally available when requested by department heads.

The institutional policies and programs on risk management are centralized at the District Office and micro-managed at the college. Policies for losses by fire and theft and liability for personal injury and property damage are maintained by the District. The Risk Management program is self-insured by the District and administered by Keenan and Associates, a third party administrator. The basic components of the program include: (1) identification of risks and loss exposures inherent in day-to-day District operations, (2) evaluation of risks and loss exposures, (3) analysis and comparison of the various options available to the District to reduce, eliminate or transfer its loss exposures, and (4) selection of the best and most appropriate method available to the District.

The Board of Trustees is responsible for ensuring strict adherence to and compliance with the Budget and Accounting Manual prepared by the California Community College Chancellor's Office, with various applicable provisions of the California Education Code, and with other related business and professional codes. Annually, an audit of the District's financial statements and the related budget and accounting policies and procedures is conducted as required by its governing body's internal policy and by government mandates. Copies of the yearly audit report are sent to the nine colleges and are available for review. The financial records of each college are reviewed annually by independent auditors and also periodically reviewed by the internal audit staff at the District.

The LACC Foundation, a separate and distinct entity having its own governing board, has an agreement with the District to administer its own functions and activities. The agreement states, *Administration of the functions and activities described herein, instead of administration by the college through District procedures, is deemed to be more effective in accomplishing these functions and activities than would be possible under the usual District budgetary, purchasing and other fiscal procedures.*

With the exception of the foundation, other auxiliary organizations of the college are Community Services, the Bookstore, the Cafeteria, and the ASO. These organizations operate in accordance

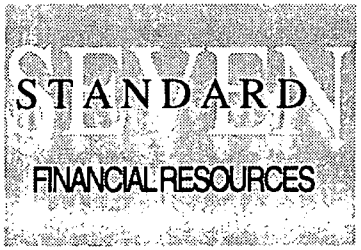
Standard 7C - Financial Management

7C.1 The organization for financial administration is clearly defined.

7C.2 Financial reports are timely and accurate and are routinely distributed and reviewed.

7C.3 The institution has policies and programs on risk management which address loss by fire and theft and liability for personal injury and property damage.

7C.4 The institution's financial records and internal control processes are subjected to an annual audit by an independent certified public accountant.



with the institutional policies, procedures, rules, and regulations, established by the governing board of the District. Annually, an audit of the financial statements and the related budget and accounting methods of these auxiliary organizations is conducted as required by the Board of Trustees and by government mandates.

Analysis 7C

The college is organizationally and administratively structured to observe and comply with sound financial and accounting systems and procedures and fundamental internal control requirements. All budget transfers, financial transactions (including personnel assignments, payroll reporting, and adjustments), and purchases are documented and processed through a series of checks and approvals by activity managers and appropriate administrators.

Changes in fiscal operations have placed more administrative responsibility and accountability on the college. The District office is in the process of updating the Procurement Procedures Manual. Along with an overhaul of the computer information network, these changes have resulted in procedure modifications and remodifications.

Financial reports are generated at the District office and distributed to the colleges for review, analysis, and follow-up. The overhaul of the computer information network has made it possible for the District to realize more effective and efficient operations. For example, salary warrants may now be electronically transferred. Financial reports, although numerous, have become more timely and accurate. A majority of the reports are now being received electronically, instead of via courier mail, and routinely distributed to the departments for review and follow-up of necessary adjustments. These reports have become vital elements in the day-to-day operations of the college. Several reports have been discontinued at the request of department heads. Often, the college depends on the financial reports to compare expenditures with budgeted amounts and to reconcile daily collection transactions.

Rising costs due to losses should be monitored at the college level so efforts support the District's role in cost containment. A rash of computer thefts at the college in 1995 totaled approximately $250K. Eventually, some of the equipment was recovered and re-distributed, and theft protection systems were installed.

Planning

The two institutional goals and objectives related to Standard 7 are to:

1. **Transform LACC into an *electronic campus* by** establishing an Information Technology Committee to inventory all computers on campus, develop a replacement schedule for all computers, draft a strategic plan for future development of computer stations, assess personnel needs for current and future computer labs, and standardize software across the college.

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SEVEN STANDARD FINANCIAL RESOURCES

2. **Strengthen college/community collaboration by**

   a. developing a marketing program to solicit college programs from alumni, local residents, and the business community.

   b. developing business/industry partnerships to obtain financial and or equipment support for educational technology.

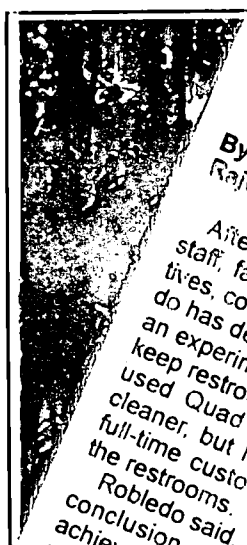
Supporting Documentation for Standard Seven

Accreditation Report - 1990
Auxiliary Organization Documents
Budget Expenditures Comparison Reports
Capital Construction Master Plan
Faculty, Staff, and Accreditation Survey
LACCD Final Budget
LACCD Operational Plan
LACCD Organizational Chart
Procurement Procedures Manual
Shared Governance Guidelines

STANDARD

GOVERNANCE AND ADMINISTRATION

...iday, November 8, 1996



...esidents' alternative plan unveiled for cleanliness

By Elizabeth Whitehead, Ernest Rajendra, Oldemar Palacios

After numerous meetings with staff, faculty and union representatives, college President Jose Robledo has decided not to continue with an experiment intended primarily to keep restrooms in the most heavily-used Quad buildings on campus cleaner, but he has hired two new full-time custodians who will clean the restrooms.

Robledo said, "We've come to the conclusion that we have achieved the results (from ... periment) that we so... hired two additi... work durin... espe...

someone would come and write on 'their territory'."

What led up to these latest decisions has become quite controversial on campus. Because of complaints about filthy restrooms, Robledo first considered cancelling the night shift (called the C shift) altogether and moving the custo... to the day and swing shi... the A and B shifts... focus more c... lems.

Accreditation teams working

By Ernest Rajendra

Armed with the results of six different surveys of 2,400 members of the student body, faculty and staff, Self-Study Accreditation team is on the way to finalizing the report for the Evaluation Team from the Western Association of Schools and Colleges (WASC). Their scheduled visit to the Los Angeles City College (LACC) will be during the spring semester of 1997.

Reaccreditation

"Reaffirmation of the accreditation is extremely important to LACC, " says Dr. Rochelle Sechooler, chair of the Psychology department, who is heading this accreditation process for the college. She reiterated, "College can not not first attend an accredited institution."

Dr. Sechooler in a memorandum dated Feb. 27, 95, wrote to her colleagues, "The self-study has been called a process, not a destination. There is much conversation in contemporary America about continuous improvement, quality, and reinventing government. The self-study process is our chance to dust off our idealism and see how well we can work together to make a better City College for our students and ourselves."

Planning to 2001

In its latest draft, the Planning Vision for 1995-2001 of the Self-study states, "Los Angeles City College is at an important turning point in its history. Facing the challenges

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Co-Chairs

Betsy A. Regalado

Ronald D. Portillo

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GOVERNING BOARD
Description 8A

The elected seven-member Board of Trustees of the Los Angeles Community College District (LACCD) provides for adequate representation of each of the nine Los Angeles community colleges and the public interest. The Board of Trustees is a part-time board, meeting twice monthly, to monitor operations of the District. The Board is responsible for 1) the financial soundness of the District, 2) evaluating the effectiveness of the chancellor, 3) reviewing the educational programs and approving curriculum, 4) ensuring that the physical facility plans are of high quality, 5) establishing institutional policies and delegating to the chief executive officer the responsibility to administer these policies, and 6) acting as an advocate for local, state, and national legislation to protect and promote the interests of the District.

Most of the Board decisions depend upon the advice and information provided by District administrators, staff, faculty, and the general public. The public has the opportunity to address the Board at its bi-weekly meetings.

Currently, the Board of Trustees is ethnically diverse and representative of the community it serves. The members are elected from the district at large in odd-numbered years for staggered four-year terms. The President and Vice-President are elected from among the members and serve a one-year term in this capacity. Members are compensated for their attendance at the meetings. There is also a single non-voting student Board member elected to represent students from all nine colleges. The student member is elected by the District student body annually in a special election conducted by the District.

LACCD is the nation's largest community college district, with nine campuses, more than 3500 faculty members, 1800 support staff, and an enrollment of approximately 100,000 day and evening students. The geographical territory includes the western San Fernando Valley, East Los Angeles, San Pedro, Harbor, downtown Los Angeles, and South Central Los Angeles.

The process by which the Board's performance is assessed occurs every four years when the members stand for re-election. The Board has developed a performance evaluation process but has not designed any formal systematic mechanism for involvement in the accreditation process. A status report of LACCs Self-Study will be presented to the Board at its December 18th meeting.

Standard 8 - Governance And Administration

Post secondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated, and shared in a climate of mutual support.

Standard 8A - The Governing Board
The governing board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to the chief executive officer the responsibility to administer these policies. There is a clear differentiation between the policy-making function of the board and executive responsibilities. The board protects the institution from external pressures and provides stability and continuity to the institution.

8A.1 The board includes adequate representation of the public interest and the diverse elements of the population it represents. Arrangements provide for the continuity of board membership and staggered terms of office.

8A.2 Board policies include a statement of ethical conduct for its members. The board acts as a whole; no member of committee acts in the place of the board. Board policy precludes participation of any of its members or any member of the staff in actions involving possible conflict of interest.

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The Board recently adopted a *Statement of Ethics and Conduct* for its members. There is also a written Board policy that no committee or individual Trustee may act in place of the Board. Conflicts of interest are prohibited by state law and, accordingly, Board members are required to submit an annual report to the Fair Political Practices Commission regarding their individual personal finances.

Analysis 8A

According to the *Faculty, Staff, and Administration Accreditation Survey,* only 18% of personnel agreed that good and appropriate communication exists among the Governing Board, students, faculty, and staff.

As an elected board, Los Angeles Community College District trustees are responsive to their constituents. However, although Board members are not always as well informed about significant issues as they could be, they depend upon the District administration and their political constituents for information.

Board members listen to public speakers and campus representatives on an unlimited number of issues. In their efforts to hear from their constituents in the recent past, they detoured from the published schedule or prolonged the meeting, thereby causing scheduled speakers and/or audience to leave because of time restraints. The new Chancellor has initiated changes in meeting length since his arrival. Although the Board holds bi-weekly public meetings, there is inadequate attendance at these meetings by faculty, staff, and administration districtwide. The reason generally given for poor attendance is that the meetings are held at awkward hours and places which require long commutes in heavy traffic. In addition, faculty and administrators have not been encouraged to attend.

New policies are added through Board action. Board policies, in general, are not always known to District employees or to the general public. There is no way of measuring whether District policies are equitably administered.

Even prior to a formal adoption of the *Statement of Ethics and Conduct,* present Board members have been careful to avoid any action that could be construed as a conflict of interest. The Board acts as a body, and no member speaks for it unless specifically authorized to do so. In interviews held in October 1996, three Trustees speaking for the Board indicated that they generally avoid interference or participation in the day-to-day administration of the college.

The college's academic programs are developed through a rigorous process which includes review by appropriate division and instructional area and a thorough consideration by appropriate committees. All courses, programs, certificate, and degree requirements are brought to the Board for final approval.

The Board recently conducted a nationwide search for a new chancellor. On May 9, 1996, the Board of Trustees announced the selection of the fourth Chancellor of the Los Angeles Community College District. The new Chancellor took office on August 19, 1996. The Board has developed a performance evaluation for the Chancellor. However, no written procedures or established criteria for an evaluation have been developed.

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GOVERNANCE AND ADMINISTRATION

The Board has recently established a procedure for self-evaluation, but no evaluation of its members' performance has been conducted as of yet. Guidelines and examples for both self-evaluation and evaluation of the chancellor are available to the Board from the Community College League of California. Moreover, Trustees are also subject to political pressures and can be influenced by the possibility of re-election or re-call.

The Board has an informal policy of being available for accreditation consultation but has no written guidelines for involvement in the process. In early October 1996, the Co-chairs of the Accreditation Self-Study Steering Committee and several members from Standard eight interviewed about twelve District officials, three Board members, and the new Chancellor, in a meeting coordinated by the Interim Vice-Chancellor of Educational Services. One Board member was assigned to participate in the college's Self-Study and attended several of the monthly accreditation meetings to offer her assistance and support.

SYSTEM EXECUTIVE

Description 8B

The Chancellor of the Los Angeles Community College District, the Chief Executive Officer, implements the District policies and procedures adopted by the Board of Trustees. The current Chancellor, Dr. Bill Segura, took office under a four-year contract on August 19, 1996, after LACCD Board of Trustees conducted a nation-wide search. Since the last accreditation, the District has been under the leadership of two chancellors, one for two years and his predecessor for four years.

The new Chancellor has been an educator for 26-years, the past three as president of the seven-campus, 25,000-student, Austin Community College System. The nine-campus Los Angeles Community College District has 100,000 students.

Analysis 8B

Chancellor Segura, in a recent interview, expressed his desire to have the LACCD seen as the most effective resource for the improvement of life in Southern California. He will focus his energies on trying to bring the District together. Regarding the relationship between the District and the colleges, he wants to exploit the benefits of being unified while blunting the effects of inefficiency. One way to accomplish the change is to *let go of the notion there is one best way* to accomplish the goal.

8A.3 ***The board is responsible for the financial soundness of the institution and ensures that the Educational Program and the physical facility plans are of high quality and consistent with institutional purposes.***

8A.4 ***The board reviews and approves education programs and ensures that programs, degrees, and certificates are of satisfactory quality, consistent with institutional purposes.***

8A.5 ***The board approves an effective organization which serves institutional purposes.***

8A.6 ***After appropriate consultation, the board selects and provides regular evaluation of the institution's chief executive officer.***

8A.7 ***The board has a process by which its own performance can be assessed.***

8A.8 ***The board is informed about and involved in the accreditation process.***

8A.9 ***In multi-campus systems, division of responsibility and authority between the system office and the institution is clear; system policies and procedures are clearly defined and equitably administered.***
Note: ***For institutions in multi-unit systems, standards 8B and 8C are separately applicable to the college and the system. The institutional self study shall include separate sections in which the college executive and administration and the system executive and administration are evaluated.***

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COLLEGE EXECUTIVE

Description 8B

Mr. Jose Robledo, has been the Chief Executive Officer of Los Angeles City College since June 1991, serving eleven months in an *acting* capacity, then named permanent in May 1992. As CEO he manages all facets of the institution. His primary responsibility is to insure that the college offers academic programs with quality and excellence that meet the needs of the community. The President's focus is the staff, budget, facilities, and outside community to include local, statewide, and national levels.

The President has provided leadership in implementing processes that involve all segments of the college community in planning and decision-making, including significant areas such as budgeting, master planning, and program review. The President reorganized the shared decision-making process from the College Planning and Advisory Committee with 25+ members to a 12-member body, the SGC, which includes representatives from all key constituencies on campus.

At the District level, the college President is the advocate for the college, insuring that it receives its fair share of the budget and other resources. The President interprets and applies District policy at the college level.

The President attends meetings with the LACC Foundation. He represents and connects the college to the business and professional community by his participation in a variety of national, state, and local organizations. He is a Board member and President-elect of the Hispanic Association of Colleges and Universities. He is a Hollywood Branch Board member of the Hollywood Chamber of Commerce. He is a member of the American Association of Community and Junior Colleges, American Council on Education: Commission on Federal Relations, Community College League Commission on Athletics, California Community College Chief Executive Officers, and the American Heart Association.

Analysis 8B

The President is committed to affirmative action and diversity. Enhanced recruitment and hiring efforts and more diverse selection pools have improved in this area. His participation on state and national committees helps further the

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college and influence legislation and budget commitments from these levels. Financial aid increases, fees, and governance are primary concerns.

The roles and responsibilities of campus constituencies are more clearly defined. One example is the process that developed the Educational Master Plan. This redefinition also addresses one of the recommendations from the last accreditation report, to clearly define each responsibility and role of campus organizations. The President is making efforts to respond with increased efficiency to problems and concerns expressed. *The Campus Climate Survey* indicates that 55% of the respondents are satisfied with the administrative leadership style of the President.

The President manages his relationship with the Academic Senate and the SGC well. Many areas run more smoothly now, and much greater participation exists among and between college entities. There is a need for more staffing in the Academic Affairs, Student Services, and Administrative Services areas in order to promote the mission and goals of the President and SGC.

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Standard 8B - Chief Executive Officer

The chief executive officer is the educational leader and provides necessary leadership to define goals, develop plans, and establish priorities for the institution. The role of the chief executive is central to the operation of the institution. The chief executive officer's full-time responsibility is to the institution.

8B.1 The chief executive officer fosters appropriate communication among the governing board, staff, and students.

8B.2 The chief executive has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.

8B.3 The chief executive efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

8B.4 The chief executive supports an effective affirmative action policy for staff and students.

8B.5 If the institution is part of a state system, the chief executive establishes and maintains an effective working relationship with the state system administration.

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STANDARD EIGHT

GOVERNANCE AND ADMINISTRATION

SYSTEM ADMINISTRATION
Description 8C

The District administration is organized to provide support services common to all colleges and offer benefits through economies of size and greater efficiency. It includes the Office of the Board of Trustees, Chancellor's Office, Office of General Counsel, Educational Services Division, and Operations Division.

The Chancellor meets twice each month with the college presidents. The Vice-Chancellor for each division meets once each month with the college academic vice-presidents as well as the administrator heading the student services and administrative services area of each campus. The Chancellor meets regularly with the District Budget Committee. The Chancellor's office includes responsibility for affirmative action programs.

The Office of the General Counsel coordinates the implementation of state and local statutes into District and college practices, represents the District in lawsuits filed against it, and advises the Board of Trustees on the law.

The Educational Services Division provides institutional research and planning, support for enrollment services, district-wide coordination of course program databases, international education programs, and educational television.

The Operations Division oversees the selection and assignment of all personnel and is responsible for collective bargaining with all units, works with the independent Personnel Commission, and processes other staff relation matters. In addition, the division oversees the budget services, accounting, payroll, computing services, purchasing, bid processes and contracts, mail services, and facilities planning.

Beginning in 1988, the District began to decentralize its staff and services, relocating them to campus sites. This trend was reversed in 1993 and a number of decentralized services moved back to the District Office when it moved into its current location on Wilshire Boulevard. This was the case for the International Education Program and the Facilities Planning Office. Currently, the District Instructional Television Office is housed on campus.

Encouraging the development of innovative methods of instruction, the District Educational Services Division has conducted a number of workshops for campus personnel in the areas of Resource Development and Strategic Enrollment Management. This division also has written and submitted successful state funding proposals allowing more than two dozen faculty each year to be paid for in-summer, in-service training.

Institutional research is conducted at the District level by the Office of Research and Planning. Priority is given to research reports for federal, state, and local reporting purposes. The office publishes the *Annual Information Digest*, which includes statistical data on student enrollment demographics, student performance and articulation, and fiscal and personnel resources. The office also publishes other reports, including results of the (latest) student survey, and an

occasional special report, such as a 1994 report, *Rising to the Enrollment Challenge*, which covered LACCD student characteristics. The Office of Research and Planning has also taken a proactive approach in the field of resource development by publishing a Resource Development Newsletter, providing on-line access to funding source research, and setting up seminars on various aspects of grant writing and funding sources.

Analysis 8C

For the college, there seem to be pluses and minuses in having a District office and administration. It is certainly efficient and less costly for the District to oversee the legal office, purchasing, processing of payroll checks, and student enrollment. However, there are many complaints on campus that it takes weeks for contractors and suppliers to get paid due to the District's slow handing of the paperwork.

In the *Faculty, Staff, and Administration Accreditation Survey*, 47% of the respondents said. *The division of responsibility and authority between the District and the college is not clear.*

Although the District provides research reports to the campus, these reports are not tailor-made to the campus' needs. The college has hired an institutional researcher to provide for its immediate needs. The District has done an excellent job in providing timely information on resource development to the individuals on campus in charge of this area.

Being physically located several miles from the college and other campuses, the District is not in touch, for example, with the campus rhythms. There are peak periods in any school's operation, the first month of the school year and the last, for instance. The District sometimes schedules meetings at these times without realizing the disruptions they cause. For example, in 1995 the District division of Educational Services offered a series of faculty seminars on Friday mornings, when most faculty are in class. At times, the District presents workshops for campus employees without first ascertaining whether there is interest or need for such workshops. The respective District divisions should communicate better with the colleges to ascertain their needs.

There appears to be a lack of accountability in a variety of transactions that occur between the District and the college. If things go awry, the campus offices blame the District and the District offices blame the campus. Perhaps cross training for employees would provide a solution to this dilemma, *i.e.*, campus employees could observe operations at the District and vice-versa.

8C.1 The administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decisions.

8C.2 The administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology, and innovative methods of instruction.

8C.3 The administration assures that institutional research is conducted and that the results are provided to the faculty and the governing board.

8C.4 The administration is organized and staffed to reflect institutional purposes, size, and complexity, and to provide economical and effective management.

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STANDARD EIGHT
GOVERNANCE AND ADMINISTRATION

COLLEGE ADMINISTRATION
Description 8C

The formal college administrative responsibilities are divided into three divisions: Academic Affairs, Student Services, and Administrative Services. The three divisions work in a cooperative manner to ensure that student needs are being met. The Academic Affairs area supervises the instructional program, as well as Library, Counseling, Learning Skills Center, DSPS and specially funded programs. The Student Services area oversees Admissions, EOPS, Student Activities, Matriculation, Financial Aid, Child Development Center, and Student Health Center. The Administrative Services office manages Athletics, College Police, Business Office, Bookstore, Cafeteria, Physical Plant, Data Center, and Secretarial Services. Administrative personnel head each of the above divisions and areas.

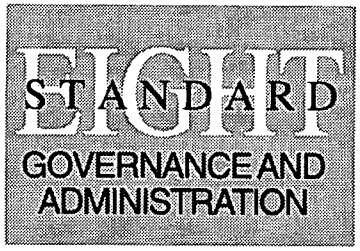
The President meets with his Senior staff on a weekly basis and with his managers and administrators on a formal basis monthly. The three college division administrators also meet with their respective administrators and managers on a regular basis.

Los Angeles City College strongly believes in shared governance. With regard to the college's governance and administration, in February 1994 the college President convened a committee to address the recommendations regarding Standard 8, as required by the 1994 Interim Report. The committee revamped the shared governance structure, formulated written guidelines on the roles and responsibilities of the college constituencies, and formalized membership requirements. Committee members included the President, the Vice-President of Academic Affairs, Academic Senate President, AFT Faculty Unit representative, AFT Staff Unit representative, AFT Police Unit representative, Building and Grounds Administrator (classified management), Financial Aid Supervisor (certificated management), and Associated Student Organization President.

This statement, *A New Model for Shared Governance at LACC,* outlines the roles and responsibilities of each constituency in the shared governance process. In particular, it delineates the roles played by the Academic Senate, the AFT faculty, staff, and students. The document was approved and adopted in May 1994.

The structure as it now stands allows students, faculty, staff, and administrators to be actively involved in the college's decision-making process. The primary committee under this structure is the SGC. Its members reflect the various campus constituencies. In addition, a number of committees have been established to provide recommendations to the SGC on specialized areas including Budget, Facilities Planning, Faculty and Staff Diversity, Informational Technology, Staff Development, and Institutional Planning.

The SGC meets twice each month and is composed of the college President (non-voting), Academic Affairs Vice-President, Dean of Administration, Dean of Student Services, two AFT Faculty Guild representatives, two Academic Senate representatives, two Associated Student Organization representatives, the AFT Staff Guild college chair, and two representatives from classified units other than the AFT Staff Guild.



The administration has taken an important role in encouraging faculty to improve their instructional capability in a variety of areas. Most importantly, two years ago, with the encouragement of the President, the college was successful in applying for and obtaining a federal Title III grant which has substantially helped improve faculty's ability to incorporate innovative methods of instruction in the classroom.

The administration has also supported a strong staff development program. In addition to faculty participation, administrators attend many of the workshops and retreats sponsored by the program. Staff development workshops cover a wide variety of topics to help facuity improve the quality of classroom instruction.

During the past year a college-wide Informational Technology Committee (ITC), headed by the Academic Affairs Vice-President, was established to determine computer needs and develop strategies to meet those needs.

The administration also supports short- and long-range planning to improve academic programs and their delivery. The Educational Planning Committee, for example, has instituted comprehensive program reviews to ensure continual improvement of the instructional program.

In 1994, the college President hired an institutional researcher to provide research on a wide variety of areas, including student and community demographics and needs assessments. The research provided has been used by all college planning committees as well as the Recruitment and Matriculation committees.

In addition, the Staff Development Office has developed a number of surveys, including the *Campus Climate Survey*; the data produced are used by many of the planning committees. The college Data Center also provides reports on enrollment statistics on request.

Analysis 8C

The lines of authority among the three formal college administrative structures are well delineated. The three divisions work well together, and there is ample opportunity for direct communication among administrators and among divisions.

Overall, administrative staffing seems to be adequate to meet the needs of the college. The Academic Affairs division has instituted City Prep Academy, an afternoon program for high school students. A PACE (Program for Accelerated College Education) program will begin in Spring 1997, and there are plans to institute a Weekend College in Fall 1997. An additional dean or other administrative officer should supervise and coordinate these important additions to the instructional program.

In reviewing the current administrators there are a number of long-term acting positions. The Dean of Administrative Services has been on an

EIGHT STANDARD
GOVERNANCE AND ADMINISTRATION

acting basis for one year, awaiting the District's decision on whether a classified vice president or a dean position will supervise this area. The Facilities Manager is also in an acting position, awaiting further District policy decisions. The College Fiscal Administrator is acting for the current administrative services dean. The Student Services Dean was acting for more than a year, but the position became permanent in October 1996. The Dean of Special Programs is acting, replacing a dean on leave to another District college. Within the next year these acting positions should be replaced by permanent administrators.

Recently, the academic administration enjoined the Teamster's Union to represent them in contract negotiations. This is viewed by the administrators as a positive action, *i.e.* to jointly have a formal organization represent them during salary negotiations.

The restructuring of the SGC has meant that fewer individuals, but a more representative group, now sits on the council. A smaller group seems to work together better and more efficiently with less politicizing. The committees are unusually effective; for example, the Facilities Planning and Educational Planning committees have recently brought forth their long-range planning goals. The ITC is scheduled to present a draft of its strategies plan in early Spring 1997. Minutes of the SGC meetings are posted in several locations on campus. A shortened summary printed in the weekly college newsletter would improve communication regarding the council's deliberations.

Despite the fact that shared governance has been restructured, there still are perceptions that it can be improved. For example, in the *Faculty, Staff, and Administration Accreditation Survey*, 55% of the respondents felt that decision-making processes were not timely, 49% said that decision-making processes did not involve the persons affected by the decisions, and 36% said that decisions were not made based on the college goals and objectives.

The Title III grant has significantly helped the college move into the computer age. The college administration is proactive in this regard and continues to seek the technology it needs through a variety of sources both public and private. The college should be commended for establishing the ITC as it is providing leadership on how to deal with future needs in this area. The college should systematically approach businesses in the area for donations of used, but still current, computers for the college's instructional program.

The hiring of an institutional researcher has helped immeasurably in obtaining the data necessary to make planning decisions. The college has been more proactive in its planning as a result of the accessibility of this research data.

EIGHT STANDARD
GOVERNANCE AND ADMINISTRATION

FACULTY
Description 8D

The LACC Academic Senate is the recognized voice of the faculty on academic and professional matters. The Senate is a representative body consisting of approximately 45 members: at least one representative from each department of the college; a seven-member Executive Committee consisting of three elected officers (President, Vice-President/Curriculum Committee Chair, and Treasurer), two appointed officers (Secretary and Parliamentarian), the immediate past president, and the chair of the Academic Senate's Department Chairs Council; and three senators elected college-wide who also serve as the college's senators on the District Academic Senate (DAS).

The Senate meets at least eight times per year, but in recent years about twelve times. In accordance with the Brown Act, detailed agendas are distributed at least 72 hours in advance of the meeting to all full-time faculty, key administrators, the ASO, and the college newspaper. No business not included in the printed agenda is discussed at Senate meetings. Senate minutes are distributed to all senators and posted in the mailroom. A brief and popular Senate newsletter called *Faculty Notes* is distributed to faculty three or four times per semester.

LACC also has a Faculty Association comprised of all full-time faculty who are asked to make a voluntary contribution of $20 to the Association. The Faculty Association does not normally meet. The Academic Senate is, in effect, a Board of the Faculty Association, empowered by the Association to speak for the faculty on all academic and professional matters and to carry out all the work of the Association except the election of officers and the amending of the Faculty Association Constitution. The Faculty Association is separate and distinct from the collective bargaining agent which, in the District, is the AFT College Guild. Constitutional amendments that would allow part-time faculty to elect Senate representatives and serve on the Academic Senate were voted on and approved.

The Academic Senate is allocated one FTE in reassigned time by the administration. Recently, this is distributed as follows: .5 FTE to the Senate President; .4 FTE to the Senate Vice-President who is also the chair of the Senate's Curriculum Committee; and .1 FTE to the Senate Treasurer. The college makes an additional .2 FTE in reassigned time available to the chair of the EPC, who oversees the implementation of the college's program review process. The college also provides $750 to the Academic Senate for supplies and equipment.

The college President has delegated appropriate authority to the Academic Senate in an *Agreement on Implementing Title V on the Role of the Academic Senate* signed in Fall 1993. The extent to which the Board of Trustees authorizes and supports this delegation of authority is

8D.1 ***The faculty have established and participate in an effective academic or faculty senate. This faculty organization is able to carry on its responsibilities for academic and professional matters at the college. The college provides support to the faculty to enable it to meet its responsibilities. Appropriate delegation of authority takes place from the local governing board.***

8D.2 ***The role and responsibility of the faculty, through its academic senate, is clearly defined in written policy.***

8D.3 ***The role and participation of the faculty on various policy making, planning, and special purpose bodies is clearly stated in written policy.***

8D.4 ***The faculty have and exercise a substantial voice in matters of educational programs, faculty personnel, and other matters of institutional policy which relate to their areas of responsibility and expertise.***

8D.5 ***It is considered part of each faculty member's professional responsibility to participate in committees and the governance structure of the institution.***

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problematic. The agreement signed by the college President and Academic Senate President specified which method of collegial consultation would be used for each of the eleven areas defined in Title V, Section 43200. However, at issue in the District is whether a shared governance agreement signed by a college President and a college Academic Senate President (as opposed to one signed by the Board of Trustees and DAS President) has validity.

The following major committees are under the auspices of the Academic Senate: Department Chairs Council, EPC (also includes administrative, classified and student representatives); Academic Rank; Curriculum (also includes administrative and student representatives); Conference and Convention Attendance; and Faculty Development. The EPC, created largely in response to criticisms raised in the last accreditation cycle, has played the key role in prioritizing new full-time probationary positions. This committee, predominantly faculty and including administrative, staff and student representatives, has also overseen the development and implementation of the program review process, made recommendations for the revitalization of the Engineering program, and worked with an *ad hoc* Senate committee to resolve conflicts over computer-related curriculum. The Curriculum Committee is essentially a faculty committee that oversees the curriculum.

The Academic Senate appoints faculty representatives to all college-wide and probationary evaluation committees. A hiring process developed by the DAS ensures that faculty constitute the majority of all faculty hiring committees. However, the committee is required to forward two names to the college President, who makes the final selection. Faculty are included on selection committees for administrative positions.

Analysis 8D

The contractual requirements for participating in committee work and governance are unclear and are not specifically included in the faculty peer evaluation process. Nevertheless, a large proportion of the full-time faculty participate in committee work at the departmental or college level. A total of 56% of full-time faculty participate in committees and institutional governance, according to the *Faculty, Staff, and Administration Accreditation Survey*.

The LACC Academic Senate serves as the recognized voice of the faculty on the campus with regard to academic and professional matters. The survey results indicate 48% of full-time faculty and 20% of part-time faculty *exercise a substantial voice in matters of educational programs and faculty personnel.* Within the framework of existing written policy and agreements, there is genuine effort on the part of faculty, staff, and administrative components to collaborate and cooperate in decision making.

Key to effective participation of faculty in governance of the campus community is a broadening of faculty participation in the process and continued improvement of timely and reliable communication between individual instructors and their representatives in the many committees and bodies involved in the governance process. Progress has been made in this vein, but continued effort and improvement of these processes will remain a priority.

Relations between the college and DAS are not clear and at times significant tensions exist between the two. Issues include whether the District Senate is a *super-senate* to which the college Senate reports almost as a committee, or whether the District

Senate is simply a *10th senate*, providing a degree of coordination necessary in a multi-college district. The Constitution of the District Senate states that *the District Academic Senate shall serve as the official voice of the combined faculties of the LACCD on academic and professional matters.* At issue is the dilemma resulting if the official voice of the combined faculties says something different from the official voice of the faculty at a particular college.

Delineating the functions of the college Senate and the DAS is crucial. Criteria for determining which academic and professional issues are *districtwide* and which are *local* in nature need to be established.

There is a need for further clarification of the division of responsibilities between the senates and the DAS. There is also a need to have the agreement on shared governance between the Academic Senate and the college President legitimized through formal recognition by the Board of Trustees.

SUPPORT STAFF

Description 8E

Reviewing and reclassifying all classified job descriptions by the Personnel Commission were completed in June 1996. The purpose of the restructuring was to make more current the compensation and classification plan. Because of restructuring, new classifications were added and titles changed. At the time of the last accreditation visit, the District Classified Restructuring Study was completed but had not been carried out because of its $3 million cost; however, since that last report the restructuring has been completed.

The coalition of classified unions at the college agreed upon several principles relating to the staff role in shared governance. The staff take an active role in shared governance by participating in the development of college policy and procedures that greatly affect their members. The basis for their participation is found in collective bargaining contracts and Title V regulations. The staff's recommendations are given every reasonable consideration by the college President.

A representative from staff bargaining units has primary responsibility for making recommendations to the college President on shared governance committees. The college's classified bargaining units include the AFT Staff Guild, the AFT Police Unit, Local 99, Local 347 or S.E.I.U., and the Building Trades Council. No other campus classified organizations represent staff on shared governance structures.

8D.6 Where appropriate, there exists a workable written delineation of functions between the bargaining agent and the Senate.

8D.7 (For multi-college systems only). If the system is served by a system District Senate, the relationship between the college and District Senate and the relationship between the District Senate and the governing board are clearly defined.

The goal of staff development is to provide opportunities for professional growth, personal development, and enhanced communication to better serve the students and members of the college community. Throughout the year, the Staff Development Committee (SDC) offers various on- and off-campus workshops, ranging from sexual harassment to proper telephone etiquette in the workplace. Workshop and training sessions in all aspects of the computer are provided.

The Classified Development Committee (CDC) develops ideas for the SDC and college President and provides an information flow between staff, faculty, and administrators on specific issues related to classified staff. It promotes participation by and recognition of staff in college activities and makes recommendations concerning travel funds, conference attendance, and other programs. Subcommittees conduct appropriate activities. The CDC also sponsors the year-end staff recognition awards program, is planning a classified staff-only retreat in 1996-97, and is updating the *Classified Staff Handbook*.

In November 1995, a monthly classified staff newspaper was created. Funded through the CDC, the newspaper disseminates information on testing dates, available job openings, and college and community events. It also reports on special events like marriages, engagements, births, promotions, and graduations, within the classified community. Additional items include essays and poems and other writings. Five classified staffers help in the publication. In addition to being delivered, the newspapers are available in the mail room, staff lounge, and Instructional Multi-Media Center.

Several associations are active at the college. These include the Black Faculty and Staff Association (BFSA) and the Latino Employee Association(LEA). The BFSA is a not-for-profit association, open to all certificated faculty and staff who agree with its purposes. The BFSA rectifies and addresses the needs and concerns of Black people (student, faculty, and staff) in the District. The LEA is a not-for-profit organization formulated to address and meet the concerns of the Latino staff, students, and community. This organization is open to any individual with interests consistent with the stated purpose of the association.

Analysis 8E

The CDC has been successful in encouraging the staff to participate in activities they want and need. During the past year, the committee sponsored a holiday breakfast and a candy drive. Proceeds paid for a new microwave and TV, paint, and window blinds in the Staff Lounge. While the operation of different sections varies, generally release time is granted to staff to attend college or District functions, providing there is minimal disruption to the office or department.

Even though noticeable strides have been made in ensuring that staff play a more influential role in the decisions that affect both them and the daily operation of the college, only 22% of staff reported in the *Faculty, Staff, and Administration Accreditation Survey* that they participated in committees and institutional governance.

ERIC

EIGHT STANDARD
GOVERNANCE AND ADMINISTRATION

Classified staff, salaries, and titles have been restructured to be more competitive in the job market, and staff recently received an across-the-board cost of living raise of 2.71%. Also occurring are more tests leading to promotions. These opportunities encourage staff to take and pass the tests and place on the eligibility/ promotional lists.

STUDENTS
Description 8F

The Associated Students Organization (ASO) operates under the provision of the State of California Education Code Title V, Section 76060, The Los Angeles Community College District Board of Trustees Rules 9100, and the Associated Students of Los Angeles City College Constitution, as amended. These provisions spell out the relationship that the students of Los Angeles City College have with the state of California, LACCD Board of Trustees, District administrators, and college officials. The daily operations of the ASO are supervised by a president elected from the complete membership of the college ASO, responsible to the Executive Council of the ASO, and accountable to the college President via his designee, the Associate Dean of Student Activities. The college President has final authority over all activities and expenditures of the ASO. The ASO may appeal any decision to the Board of Trustees.

Membership criteria, elections of officers, and procedures for development and administration of the ASO fiscal budget are established by the ASO Constitution (ratified in 1978) by-laws, election codes, judicial procedures, and finance policies, as amended.

The SGC recognizes the ASO as the official representative of students' perspectives on all issues (professional and academic) that affect them directly or indirectly. The SGC has provided two seats for students on its twelve-member council. The ASO also appoints one student to the Budget Committee, one to EPC, one to Facilities Planning, one to ITC, and one to Work Environment. Most committees of the SGC, Academic Senate, and AFT welcome student representation.

The students of the District elect a student trustee by popular vote. The student member attends all Board meetings and provides advice and recommendations to the Board and District governance committees. The student member may provide a student representative to any Board task force or District governance committee.

Standard 8E - Support Staff

Realizing the need for active classified staff involvement in the day-to-day functions of the college, several committees, groups, and clubs have been established.

8E.1 An organization of support staff personnel has well-defined responsibilities and functions.

8E.2 The role of the support staff in various governing, planning, budgeting, and policy-making bodies is made clear and public.

8E.3 There exists a well-developed program of staff development for the support staff.

Standard 8F - Students

8F.1 A student governing body, if established, has well-defined responsibilities and functions.

8F.2 The role of students in various governing, planning, budgeting, and policy-making bodies is made clear and public.

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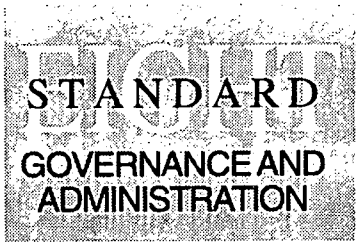


Analysis 8F

The ASO is a fully integrated arm of the governance process at the college. The ASO continues to fight for equal representation on all college committees and prevent obstacles to complete participation from developing. The college community continues to provide an atmosphere where students can express their opinions and make recommendations concerning college policy.

Many students find it difficult to juggle classes, life, and effective participation in the college governance process. Therefore, students do not participate in governance on a regular basis. The ASO is working to make participation in the governance process more rewarding to students who want to participate. The faculty, staff, and administrators welcome and respect intelligent comments and participation from the ASO. The college should continue to provide students an equal voice in the governance process.

Planning

The two institutional planning goals and objectives related to Standard 8 are to:

1. **Improve communication among all campus units by**

   a. exploring the possibility of reorganizing the 27 existing departments into a smaller number of units.

   b. inviting Board of Trustee members and other key District administrators to hold office hours at the college on a regular basis.

2. **Establish clear lines of accountability by**

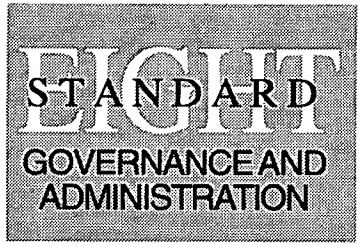
   a. expanding program review to include all administrative areas.

   b. establishing a systematic review procedure for senior administrative staff to include faculty, staff, and student input.

   c. clarifying the responsibilities of all college-wide committees to eliminate duplication of effort and streamline committee functioning.

   d. developing a staffing plan for all personnel — faculty, staff, and administrators — within budget constraints.

EIGHT STANDARD
GOVERNANCE AND ADMINISTRATION



Supporting Documentation for Standard Eight

A New Model for Shared Governance at LACC, 1994
Agreement on Implementing Title V on the Role of the Academic Senate
Campus Climate Survey
College Planning and Advisory Minutes
Faculty Note, LACC Academic Senate
Faculty, Staff, and Administration Accreditation Survey
Faculty Handbook
LACCD Annual Information Digest
LACCD Board of Trustees Statement of Ethics and Conduct
LACCD Classified Restructuring Study, 1993
LACCD Constitution of the District Senate
LACCD Districtwide Internal Consultation Process
LACCD Fact Sheet
LACCD Fall 1995 FTE Report
LACCD Motion to Adopt Governing Board Self-Evaluation Form
LACCD Resource Development Newsletter
LACCD Rising to the Enrollment Challenge
Organizational Chart

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te Registration Swells ollege Attendance Total To 4431; Highest in U.S.

Figures Surpass Old Record Created by Crane Tech Junior College in Chicago; Large Alpha Class Aids High Enrollment

At a late hour last night, Los Angeles Junior college, with an enrollment of 4431 became the largest two-year college in the United States, sweeping ahead of Crane Junior college of Chicago. A last-minute rush of late enrolling students enabled L.A.J.C. to become the first junior college in America to boast a registration of over 4000. The incoming Alpha class, the largest freshman group west of the Mississippi river, has an enrollment of over two thous and students to lead the list of classes in the College. The Gam ma class, with close to one thous and registered students is second while the Beta and Delta group were in third and fourth plac respectively.

Expect 5000

It is expected that the final e rollment for the semester wi near the 5000 mark, as late st dents continue to register throug out next week. With many class already taxed to capacity, it highly probable that the late re istration will cause the formati of many new classes.

Unable to determine the numb of students registered in the va ous curricula of the College, it estimted that the English clas

at's That!

Card Sale Begins

Urge Alphas To Obtain Class Membership

"ALL MEMBERS of the Alpha class should buy class cards immediately," announced Al Smith, A.S.B. vice-president, yesterday.

Cards will be on sale for 10 cents each and may be purchased any time this week from Smith at the main entrance of the Administration building. Each card entitles the bearer to attend the Alpha semi-annual evening dance which will be held the former part of this

Appendix

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Student Satisfaction Inventory Summary
Items: In Order of Importance to Our Students

Item	Importance	Satisfaction/SD	Performance Gap
8. Classes are scheduled at times that are convenient for me.	6.56	5.10/ 1.79	1.46
18. The quality of instruction I receive in most of my classes is excellent.	6.56	5.37/ 1.48	1.19
31. The campus is safe and secure for all students.	6.46	4.77/ 1.68	1.69
70. I am able to experience intellectual growth here.	6.43	5.34/ 1.52	1.09
80. Los Angeles City College promotes an environment in which diversity is embraced and all people are treated with respect.	6.40	N/A	N/A
69. There is a good variety of courses provided on this campus.	6.37	5.07/ 1.66	1.30
14. Library resources and services are adequate.	6.36	4.83/ 1.82	1.53
52. This school does whatever it can do to help me reach my educational goals.	6.35	4.67/ 1.74	1.68
76. The catalog provides precise, accurate and current information regarding requirements for admission and for achievement of degrees.	6.35	N/A	N/A
75. The catalog provides precise, accurate and current information regarding student fees and other financial obligations, student financial aid, and fee refund policies.	6.32	N/A	N/A
12. My academic advisor helps me set goals to work toward.	6.28	4.66/ 1.86	1.62
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.28	5.18/ 1.52	1.10
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.28	4.72/ 1.74	1.56

Student Satisfaction Inventory Summary
Items: In Order of Importance to Our Students

Item	Importance	Satisfaction/SD	Performance Gap
15. I am able to register for classes I need with few conflicts.	6.27	4.91/ 1.78	1.36
58. Nearly all of the faculty are knowledgeable in their fields.	6.26	5.15/ 1.49	1.11
32. My academic advisor is knowledgeable about my program requirements.	6.25	4.63/ 1.76	1.62
66. Program requirements are clear and reasonable.	6.24	5.02/ 1.53	1.22
7. Adequate financial aid is available for most students.	6.23	4.80/ 1.81	1.43
34. Computer labs are adequate and accessible.	6.23	4.71/ 1.77	1.52
24. Parking lots are well-lighted and secure.	6.22	4.14/ 1.85	2.08
26. Library staff are helpful and approachable.	6.20	5.14/ 1.60	1.06
41. Admissions staff are knowledgeable.	6.20	4.82/ 1.58	1.38
56. The business office is open during hours which are convenient for most students.	6.20	4.80/ 1.77	1.40
78. If I have a complaint, I know what to do (procedures to take).	6.19	3.98	2.21
36. Students are made to feel welcome on this campus.	6.19	4.90/ 1.59	1.29
6. My academic advisor is approachable.	6.18	4.79/ 1.72	1.39
11. Security staff respond quickly in emergencies.	6.18	4.76/ 1.53	1.42
29. Faculty are fair and unbiased in their treatment of individual students.	6.18	4.74/ 1.65	1.44
61. Faculty are usually available after class and during office hours.	6.18	4.94/ 1.63	1.24
28. It is an enjoyable experience to be a student on this campus.	6.17	5.12/ 1.62	1.05

Student Satisfaction Inventory Summary
Items: In Order of Importance to Our Students

Item	Importance	Satisfaction/SD	Performance Gap
51. There are convenient ways of paying my school bill.	6.17	4.86/ 1.78	1.31
65. Students are notified early in the term if they are doing poorly in a class.	6.17	4.45/ 1.78	1.72
48. Counseling staff care about students as individuals.	6.16	4.52/ 1.72	1.64
77. When students have a concern the administration listens.	6.16	4.33	1.88
3. The quality of instruction in the vocational/technical programs is excellent.	6.15	5.07/ 1.50	1.08
25. My academic advisor is concerned about my success as an individual.	6.15	4.44/ 1.81	1.71
43. Class change (drop/add) policies are reasonable.	6.15	5.04/ 1.59	1.11
20. Financial aid counselors are helpful.	6.14	4.62/ 1.77	1.52
5. The personnel involved in registration are helpful.	6.12	4.77/ 1.75	1.35
47. There are adequate services to help me decide upon a career.	6.11	4.54/ 1.62	1.57
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.10	4.27/ 1.84	1.83
68. On the whole, the campus is well-maintained.	6.10	4.43/ 1.82	1.67
16. The college shows concern for students as individuals.	6.08	4.38/ 1.78	1.70
27. The campus staff are caring and helpful.	6.08	4.67/ 1.55	1.41
9. Internships or practical experiences are provided in my degree/certificate.	6.07	4.59/ 1.77	1.48
45. This institution has a good reputation within the community.	6.07	4.88/ 1.64	1.19

Student Satisfaction Inventory Summary
Items: In Order of Importance to Our Students

Item	Importance	Satisfaction/SD	Performance Gap
50. Tutoring services are readily available.	6.07	4.60/ 1.70	1.47
62. Bookstore staff are helpful.	6.07	4.69/ 1.79	1.38
42. The equipment in the lab facilities is kept up to date.	6.06	4.44/ 1.65	1.62
49. Admissions counselors respond to prospective students' unique needs and requests.	6.06	4.56/ 1.57	1.50
21. There are a sufficient number of study areas on campus.	6.05	4.81/ 1.75	1.24
39. The amount of student parking space on campus is adequate.	6.05	3.77/ 1.90	2.28
46. Faculty provide timely feedback about student progress in a course.	6.04	4.69/ 1.59	1.35
53. The assessment and course placement procedures are reasonable.	6.02	5.03/ 1.50	0.99
23. Faculty are understanding of students' unique life circumstances.	6.00	4.55/ 1.62	1.45
37. Faculty take into consideration student differences as they teach a course.	6.00	4.82/ 1.58	1.18
22. People on this campus respect and are supportive of each other.	5.99	4.68/ 1.57	1.31
55. Academic support services adequately meet the needs of students.	5.99	4.57/ 1.44	1.42
59. New student orientation services help students adjust to college.	5.98	4.69/ 1.67	1.29
63. I seldom get the "run-around" when seeking information on this campus.	5.95	4.36/ 1.70	1.59
54. Faculty are interested in my academic problems.	5.94	4.45/ 1.61	1.49
4. Security staff are helpful.	5.93	4.75/ 1.64	1.18
67. Channels for expressing student complaints are readily available.	5.92	3.99/ 1.67	1.93

Student Satisfaction Inventory **Summary**
Items: In Order of Importance to Our Students

Item	Importance	Satisfaction/SD	Performance Gap
30. The career services office provides students with the help they need to get a job.	5.91	4.34/ 1.66	1.57
57. Administrators are approachable to students.	5.91	4.37/ 1.57	1.54
60. Billing policies are reasonable.	5.90	4.65/ 1.57	1.25
2. Faculty care about me as an individual.	5.89	4.80/ 1.64	1.09
64. Nearly all classes deal with practical experiences and applications.	5.86	4.89/ 1.41	0.97
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.74	4.49/ 1.49	1.25
38. The student center is a comfortable place for students to spend their leisure time.	5.66	4.46/ 1.70	1.20
44. I generally know what's happening on campus.	5.46	4.03/ 1.67	1.43
1. Most students feel a sense of belonging here.	5.43	4.90/ 1.56	0.53
10. Child care facilities are available on campus.	5.19	4.50/ 1.61	0.69
19. This campus provides effective support services for displaced homemakers.	5.18	4.31/ 1.32	0.87
17. Personnel in the Veteran's Services program are helpful.	4.66	4.28/ 1.26	0.38

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Summary Report - Employment

Faculty, Staff, and Admin Accreditation Survey

Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
1. The Board of Trustees, the administrators and supervising faculty support academic freedom.					
Total	21	34	45	3.3	1.1
Full-time faculty	21	29	50	3.3	1.1
Part-time faculty	21	43	36	3.2	1.1
Classified staff	24	42	33	3.0	1.0
Administration	17	17	67	3.8	1.1
2. LACC faculty and staff distinguish between fact and opinion in presenting course work.					
Total	16	36	48	3.3	1.0
Full-time faculty	13	28	59	3.6	1.0
Part-time faculty	11	42	47	3.4	0.8
Classified staff	21	52	27	3.0	0.9
Administration	39	28	33	3.1	1.0
3. LACC promotes an environment in which diversity is embraced and all people are treated with respect.					
Total	25	16	59	3.4	1.2
Full-time faculty	19	14	66	3.7	1.2
Part-time faculty	23	13	65	3.6	1.2
Classified staff	37	18	46	3.0	1.3
Administration	24	29	47	3.2	1.2
4. LACC's practices are consistent with its representations to prospective students and the general public.					
Total	23	29	48	3.3	1.0
Full-time faculty	20	29	52	3.4	1.1
Part-time faculty	17	31	52	3.4	0.9
Classified staff	32	30	38	3.0	1.0
Administration	28	22	50	3.4	1.2
5. The college responds to students' interests and needs.					
Total	27	24	48	3.2	1.1
Full-time faculty	34	19	47	3.1	1.1
Part-time faculty	21	36	43	3.2	1.1
Classified staff	24	30	46	3.2	1.1
Administration	17	22	61	3.5	1.0

Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
6. The educational programs and services offered at the college reflect its mission.					
Total	21	26	53	3.3	1.0
Full-time faculty	25	21	54	3.4	1.1
Part-time faculty	23	23	53	3.3	1.0
Classified staff	17	39	44	3.2	1.0
Administration	11	22	67	3.5	0.8
7. LACC responds to the diverse educational needs of all its students.					
Total	28	26	46	3.2	1.1
Full-time faculty	31	18	51	3.3	1.2
Part-time faculty	30	19	51	3.3	1.1
Classified staff	20	45	35	3.1	0.9
Administration	39	22	39	3.0	1.1
8. LACC maintains high teaching standards.					
Total	21	30	49	3.3	1.0
Full-time faculty	17	21	61	3.5	1.0
Part-time faculty	19	36	45	3.3	1.1
Classified staff	30	41	29	2.9	1.0
Administration	11	32	58	3.5	0.9
9. Student performance or achievement are evaluated according to clear criteria that are widely published and generally understood by faculty and students.					
Total	20	34	45	3.2	0.9
Full-time faculty	20	27	52	3.4	1.0
Part-time faculty	21	33	46	3.2	0.9
Classified staff	19	47	34	3.0	0.9
Administration	26	47	26	2.9	0.9
10. The college seeks to understand community interests and needs.					
Total	24	34	42	3.2	1.0
Full-time faculty	28	28	44	3.2	1.1
Part-time faculty	17	40	44	3.3	1.0
Classified staff	22	38	40	3.1	0.9
Administration	21	37	42	3.2	0.9

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
11. The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.					
Total	18	27	55	3.4	1.0
Full-time faculty	20	18	62	3.5	1.1
Part-time faculty	23	40	38	3.2	0.9
Classified staff	13	33	55	3.4	0.8
Administration	11	21	68	3.5	0.8
12. LACC seeks to understand the learning and counseling needs of its students.					
Total	20	27	53	3.3	1.0
Full-time faculty	20	21	59	3.4	1.1
Part-time faculty	17	34	49	3.3	0.9
Classified staff	23	34	43	3.2	0.9
Administration	21	32	47	3.2	0.9
13. The institution actively seeks diversity in its student body.					
Total	14	33	53	3.5	1.0
Full-time faculty	12	30	58	3.5	1.0
Part-time faculty	9	40	51	3.7	1.0
Classified staff	20	38	42	3.2	0.9
Administration	16	11	74	3.7	1.0
14. LACC provides a comprehensive counseling program that includes academic counseling, career counseling, and referrals to appropriate support services.					
Total	16	32	52	3.4	1.0
Full-time faculty	19	22	59	3.5	1.1
Part-time faculty	13	38	49	3.5	0.9
Classified staff	17	45	38	3.2	0.9
Administration	11	22	67	3.7	1.0

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
15. LACC students, faculty, and student services faculty participate in evaluating different services and defining service needs.					
Total	25	38	37	3.1	1.0
Full-time faculty	28	33	40	3.1	1.0
Part-time faculty	24	44	31	3.0	1.1
Classified staff	23	47	30	3.1	0.9
Administration	17	28	56	3.3	1.0
16. Teaching effectiveness is important for the selection of teaching faculty.					
Total	14	16	70	3.9	1.1
Full-time faculty	15	6	78	4.0	1.2
Part-time faculty	22	22	57	3.6	1.2
Classified staff	8	31	61	3.7	0.9
Administration	5	16	79	3.9	0.8
17. LACC supports the professional development of its faculty, administration, and staff members.					
Total	22	22	56	3.4	1.1
Full-time faculty	18	20	62	3.6	1.1
Part-time faculty	26	20	54	3.4	1.0
Classified staff	22	31	47	3.2	1.0
Administration	21	5	74	3.7	1.2
18. LACC's faculty, administration, and staff are current in their field of expertise.					
Total	24	29	46	3.2	1.1
Full-time faculty	19	25	56	3.4	1.0
Part-time faculty	30	30	39	3.0	1.1
Classified staff	33	36	31	2.9	1.0
Administration	16	32	53	3.5	1.2
19. Equipment security on campus is adequate.					
Total	60	23	17	2.3	1.1
Full-time faculty	69	16	15	2.1	1.1
Part-time faculty	57	28	15	2.3	1.1
Classified staff	53	30	17	2.5	1.1
Administration	47	16	37	2.7	1.1

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
20. Equipment can be shared among disciplines on campus.					
Total	42	33	25	2.7	1.1
Full-time faculty	47	29	24	2.7	1.1
Part-time faculty	46	30	24	2.6	1.2
Classified staff	39	36	25	2.8	1.0
Administration	26	42	32	2.9	0.9
21. LACC currently provides visible and ample security, especially during the evening hours.					
Total	49	30	21	2.5	1.1
Full-time faculty	50	25	24	2.5	1.1
Part-time faculty	51	40	9	2.3	1.0
Classified staff	45	35	20	2.6	1.0
Administration	53	21	26	2.7	0.9
22. LACC provides a safe working environment for students, faculty, and staff.					
Total	36	33	31	2.9	1.1
Full-time faculty	37	33	29	2.9	1.1
Part-time faculty	35	33	33	2.9	1.1
Classified staff	41	32	28	2.7	1.0
Administration	16	32	53	3.4	0.7
23. Communications with campus maintenance have recently been enhanced, and good communications opportunities are now in place.					
Total	38	35	28	2.8	1.1
Full-time faculty	41	35	23	2.7	1.1
Part-time faculty	32	53	15	2.8	0.9
Classified staff	38	26	35	2.9	1.1
Administration	32	5	63	3.4	1.3
24. Preventive maintenance has improved the facilities.					
Total	51	31	18	2.5	1.1
Full-time faculty	56	30	14	2.3	1.1
Part-time faculty	53	34	13	2.4	1.0
Classified staff	45	28	28	2.8	1.1
Administration	33	33	33	2.9	0.9

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
25. All areas of my department/work area are free of health and safety hazards.					
Total	55	20	26	2.5	1.2
Full-time faculty	62	16	22	2.4	1.3
Part-time faculty	47	21	32	2.7	1.3
Classified staff	54	22	24	2.5	1.0
Administration	32	21	47	3.1	1.2
26. The campus provides adequate classroom space to accommodate students for all hours of instruction.					
Total	34	28	38	3.0	1.1
Full-time faculty	36	28	36	2.9	1.1
Part-time faculty	34	23	43	3.0	1.2
Classified staff	32	32	35	2.9	1.0
Administration	26	16	58	3.4	0.9
27. The general appearance of the campus grounds (cleanliness, landscaping, etc.) is satisfactory.					
Total	54	20	26	2.5	1.2
Full-time faculty	60	14	26	2.4	1.3
Part-time faculty	56	22	22	2.4	1.1
Classified staff	54	22	24	2.5	1.0
Administration	26	26	47	3.2	1.0
28. The college has clearly identified goals and objectives.					
Total	32	38	30	2.9	1.0
Full-time faculty	31	31	38	3.0	1.1
Part-time faculty	29	47	24	3.0	0.9
Classified staff	34	46	20	2.8	0.9
Administration	42	21	37	2.8	1.0
29. LACC bases financial planning on its educational master plan.					
Total	33	55	12	2.7	0.9
Full-time faculty	38	51	12	2.6	1.0
Part-time faculty	36	52	11	2.7	0.8
Classified staff	19	66	15	2.9	0.8
Administration	47	42	11	2.5	0.8

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
30. The policies, guidelines, and processes for developing the budget are clearly defined and followed.					
Total	40	48	12	2.5	1.0
Full-time faculty	43	43	13	2.5	1.0
Part-time faculty	45	50	5	2.4	0.9
Classified staff	30	58	12	2.7	0.9
Administration	37	32	32	2.9	0.9
31. Division of responsibility and authority between the District and the college is clear.					
Total	47	37	16	2.5	1.0
Full-time faculty	51	37	15	2.3	1.1
Part-time faculty	48	37	15	2.5	0.9
Classified staff	44	35	21	2.6	1.0
Administration	37	32	32	2.9	0.8
32. Good and appropriate communication exists among the governing board, students, faculty, and staff.					
Total	47	35	18	2.5	1.0
Full-time faculty	46	37	17	2.5	1.1
Part-time faculty	51	36	13	2.4	1.0
Classified staff	49	32	18	2.5	1.0
Administration	42	21	37	2.9	1.0
33. Decision-making processes are timely.					
Total	55	31	14	2.4	1.0
Full-time faculty	61	22	17	2.3	1.1
Part-time faculty	52	39	9	2.4	0.9
Classified staff	51	36	13	2.4	0.9
Administration	42	37	21	2.7	0.9
34. Decision-making processes involve the persons that will be affected by the decisions.					
Total	49	33	18	2.5	1.0
Full-time faculty	52	28	20	2.5	1.1
Part-time faculty	46	41	13	2.5	0.9
Classified staff	45	35	20	2.6	1.1
Administration	53	26	21	2.6	0.9

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
35. The faculty have and exercise a substantial voice in matters of educational program and faculty personnel.					
Total	30	33	37	3.0	1.0
Full-time faculty	25	27	48	3.2	1.0
Part-time faculty	44	36	20	2.6	1.0
Classified staff	31	43	26	2.9	1.0
Administration	26	32	42	3.2	1.1
36. Faculty members generally participate in committees and institutional governance.					
Total	20	32	47	3.3	1.0
Full-time faculty	20	24	56	3.4	1.0
Part-time faculty	16	44	40	3.2	0.8
Classified staff	26	46	28	3.0	1.0
Administration	16	16	68	3.6	1.0
37. Staff members generally participate in committees and institutional governance.					
Total	24	42	34	3.0	0.9
Full-time faculty	26	39	35	3.0	0.9
Part-time faculty	17	50	33	3.1	0.8
Classified staff	29	49	22	2.8	0.9
Administration	16	21	63	3.6	0.9
38. Decisions are made based on the college's goals and objectives.					
Total	36	41	23	2.8	1.0
Full-time faculty	45	34	21	2.6	1.0
Part-time faculty	28	43	28	2.9	0.9
Classified staff	25	57	18	2.9	0.7
Administration	42	16	42	2.9	1.1
39. Adequate resources -- Main Library.					
Total	42	32	26	2.7	1.1
Full-time faculty	48	27	26	2.7	1.1
Part-time faculty	50	36	14	2.4	1.0
Classified staff	22	45	33	3.1	0.9
Administration	47	21	32	2.8	1.0
40. Adequate resources -- Learning Skills Center.					
Total	29	40	31	3.0	1.0
Full-time faculty	33	32	35	3.0	1.1
Part-time faculty	25	48	27	2.9	1.1
Classified staff	16	54	30	3.1	0.8
Administration	47	26	26	2.8	0.8

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
41. Adequate resources -- Instructional Media Center (Audio Visual).					
Total	34	37	29	2.8	1.0
Full-time faculty	40	25	35	2.8	1.1
Part-time faculty	40	49	12	2.5	0.9
Classified staff	17	54	29	3.1	0.8
Administration	42	26	32	2.8	0.9
42. Adequate resources -- Departmental Learning Resources (i.e., Departmental Library, Music Rooms, Art Gallery, Labs, etc.).					
Total	31	41	27	2.8	1.0
Full-time faculty	36	37	27	2.8	1.1
Part-time faculty	39	45	16	2.6	0.9
Classified staff	16	52	33	3.1	0.8
Administration	32	26	42	3.1	0.9
43. Support varying instruction and learning styles -- Main Library.					
Total	24	47	29	3.0	0.9
Full-time faculty	22	48	30	3.0	1.0
Part-time faculty	30	47	23	2.8	0.9
Classified staff	13	55	32	3.2	0.8
Administration	42	21	37	2.8	1.0
44. Support varying instruction and learning styles -- Learning Skills Center.					
Total	20	49	32	3.1	0.8
Full-time faculty	19	46	36	3.2	0.9
Part-time faculty	19	56	26	3.1	0.8
Classified staff	16	54	30	3.1	0.7
Administration	32	37	32	2.9	0.9
45. Support varying instruction and learning styles -- Instructional Media Center (Audio Visual).					
Total	24	45	31	3.1	0.9
Full-time faculty	21	42	37	3.2	1.0
Part-time faculty	26	48	26	3.0	0.9
Classified staff	20	57	23	3.0	0.8
Administration	37	32	32	2.9	0.8

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
46. Support varying instruction and learning styles -- Academic Computing.					
Total	20	47	33	3.1	0.9
Full-time faculty	22	39	39	3.1	1.0
Part-time faculty	9	67	23	3.1	0.7
Classified staff	23	50	27	3.0	0.8
Administration	21	32	47	3.4	0.9
47. Support varying instruction and learning styles -- Departmental Learning Resources (i.e., Departmental Library, Music Rooms, Art Gallery, Labs, etc.).					
Total	24	46	30	3.0	0.9
Full-time faculty	27	40	32	3.0	1.1
Part-time faculty	23	57	20	2.9	0.8
Classified staff	18	55	27	3.1	0.8
Administration	21	32	47	3.3	0.8
48. Satisfaction with technical assistance -- Main Library.					
Total	17	52	31	3.1	0.9
Full-time faculty	20	45	36	3.2	0.9
Part-time faculty	19	67	14	2.9	0.8
Classified staff	11	59	30	3.1	0.8
Administration	11	37	53	3.5	0.8
49. Satisfaction with technical assistance -- Learning Skills Center.					
Total	16	55	29	3.1	0.9
Full-time faculty	16	49	35	3.2	0.9
Part-time faculty	17	68	15	2.9	0.8
Classified staff	16	60	24	3.1	0.9
Administration	5	42	53	3.5	0.7
50. Satisfaction with technical assistance -- Instructional Media Center (Audio Visual).					
Total	14	51	35	3.2	0.9
Full-time faculty	14	43	42	3.3	0.9
Part-time faculty	20	59	22	2.9	0.9
Classified staff	11	61	28	3.1	0.8
Administration	5	47	47	3.5	0.7

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
51. Satisfaction with technical assistance -- Academic Computing.					
Total	15	54	31	3.1	0.9
Full-time faculty	20	45	35	3.1	1.0
Part-time faculty	16	60	23	3.0	0.8
Classified staff	9	68	23	3.1	0.7
Administration	5	42	53	3.5	0.7
52. Satisfaction with technical assistance -- Departmental Learning Resources (i.e., Departmental Library, Music Rooms, Art Gallery, Labs, etc.).					
Total	20	51	29	3.0	0.9
Full-time faculty	23	43	34	3.1	1.0
Part-time faculty	26	58	16	2.8	0.9
Classified staff	13	67	20	3.0	0.7
Administration	5	37	58	3.6	0.7
53. Equipment maintenance -- Main Library.					
Total	22	52	26	3.0	0.9
Full-time faculty	25	46	29	3.0	1.0
Part-time faculty	24	57	19	2.9	0.9
Classified staff	11	69	20	3.1	0.6
Administration	26	37	37	3.1	0.8
54. Equipment maintenance -- Learning Skills Center.					
Total	17	57	26	3.1	0.8
Full-time faculty	21	50	30	3.1	0.9
Part-time faculty	12	66	22	3.1	0.8
Classified staff	9	71	20	3.1	0.6
Administration	21	42	37	3.2	0.8
55. Equipment maintenance -- Instructional Media Center (Audio visual).					
Total	18	50	31	3.1	0.9
Full-time faculty	23	43	35	3.1	1.0
Part-time faculty	17	57	26	3.0	0.8
Classified staff	11	63	27	3.1	0.7
Administration	21	42	37	3.2	0.7
56. Equipment maintenance -- Academic Computing.					
Total	17	55	29	3.1	0.8
Full-time faculty	17	46	37	3.2	0.9
Part-time faculty	20	61	20	3.0	0.8
Classified staff	11	71	18	3.1	0.7
Administration	26	37	37	3.1	0.8

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
57. Equipment maintenance -- Departmental Learning Resources (i.e., Departmental Library, Music Rooms, Art Gallery, Labs, etc.).					
Total	23	49	29	3.0	0.9
Full-time faculty	28	44	28	2.9	1.0
Part-time faculty	26	56	19	2.8	0.9
Classified staff	11	59	30	3.2	0.7
Administration	21	32	47	3.3	0.8
58. Hours of operation -- Main Library.					
Total	28	37	34	3.0	1.0
Full-time faculty	36	35	30	2.8	1.1
Part-time faculty	26	47	28	3.0	0.9
Classified staff	16	40	44	3.2	0.9
Administration	21	21	58	3.3	0.9
59. Hours of operation -- Learning Skills Center.					
Total	24	42	33	3.0	1.0
Full-time faculty	32	38	30	2.9	1.1
Part-time faculty	17	55	29	3.0	0.8
Classified staff	16	51	33	3.1	0.8
Administration	16	16	68	3.4	1.0
60. Hours of operation -- Instructional Media Center (Audio Visual).					
Total	19	45	36	3.1	0.9
Full-time faculty	23	42	35	3.1	1.0
Part-time faculty	21	44	35	3.1	0.9
Classified staff	10	59	31	3.2	0.7
Administration	11	21	68	3.5	0.8
61. Hours of operation -- Academic Computing.					
Total	19	46	35	3.1	0.9
Full-time faculty	24	44	33	3.0	1.0
Part-time faculty	17	52	31	3.2	0.8
Classified staff	13	52	35	3.2	0.8
Administration	16	21	63	3.5	0.8

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Items	%Disagree	%Neutral	%Agree	Mean	S Dev.
62. Hours of operation -- Departmental Learning Resources (i.e., Departmental Library, Music Rooms, Art Gallery, Labs, etc.).					
Total	21	45	34	3.1	0.9
Full-time faculty	22	48	30	3.0	1.0
Part-time faculty	30	39	32	3.0	0.9
Classified staff	17	53	35	3.1	0.9
Administration	5	21	74	3.7	0.6

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LIST OF ACRONYMS

Frequently used titles and names are shortened for greater ease in reading. They are referred to by their full title the first time in each chapter. After that, they are referred to by the acronym.

AAHE	American Association of Higher Education
ACCL	All-College Computer Lab
ACETEC	Architecture, Computer Technology, Electronic Technology, Engineering, and Cable TV
ADA	Americans With Disabilities Act
AFT	American Federation of Teachers
ASO	Associated Student Organization
CAI	Computer Aided/Assisted Institution
CDC	Child Development Center
CPEC	California Postsecondary Education Commission
CSIT	Computer Science-Information Technology
CSU	California State University
CWS	College Work Study
DAS	District Academic Senate
DSPS	Disabled Students Program and Services
ENL	English as a Native Language
EPC	Educational Planning Committee
ESL	English as a Second Language
ETP	Employment Training Panel
FPC	Facilities Planning Committee
FTES	Full Time Equivalent Student
GAIN	Greater Avenues for Independence
HACU	Hispanic Association of Colleges and Universities
ICC	Inter-Club Council
IEP	International Education Program
IEP	Individual Educational Plan
IGETC	Intersegmental General Education Transfer Curriculum
IPC	Institutional Planning Committee
ITV	Instructional Television
JTPA	Job Training Partnership Act
LACC	Los Angeles City College
LACCD	Los Angeles Community College District
LAUSD	Los Angeles Unified School District
LSC	Learning Skills Center
MSDS	Material Safety Data Sheet
OAC	Office of Academic Computing
OPR	Operational Program Review
OSHA	Occupational Safety and Health Agency
PACE	Program for Accelerated College Education
SAC	Student Assistance Center
SDC	Staff Development Committee
SEP	Student Educational Plan
SGC	Shared Governance Council
STEP	Student Telephone Enrollment Program
VATEA	Vocational and Applied Technology Education Act
WASC	Western Association of Schools and Colleges
WEC	Work Environment Committee
WSCH	Weekly Student Contact Hours

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