



OCTOBER 1, 2017

East Los Angeles College

FOLLOW-UP REPORT

SUBMITTED BY: East Los Angeles College, 1301 Avenida Cesar Chavez, Monterey Park, CA 91754

SUBMITTED TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Certification of the Follow-Up Report

We have reviewed the Follow-Up Report and certify that there was broad campus participation in the preparation of the report, and that the report is an accurate reflection of the nature and substance of East Los Angeles College.

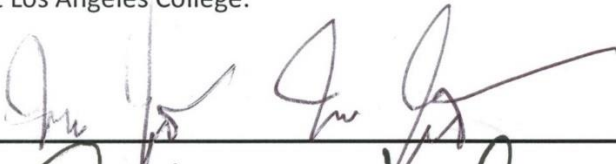
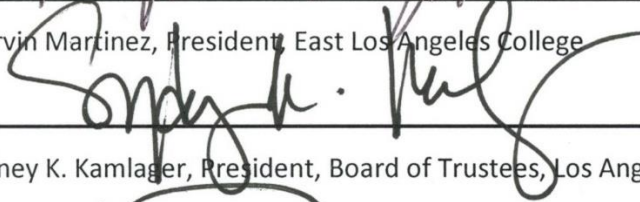
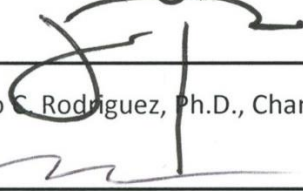
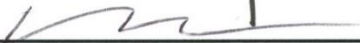
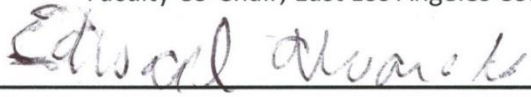
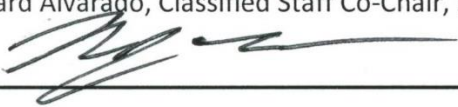

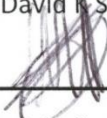

	9/8/17
Marvín Martínez, President, East Los Angeles College	Date
	9/8/17
Sydney K. Kamlager, President, Board of Trustees, Los Angeles Community College District	Date
	9/8/17
Francisco S. Rodríguez, Ph.D., Chancellor, Los Angeles Community College District	Date
	9/8/17
Jeffrey Hernandez, President, Academic Senate and Faculty Co-Chair, East Los Angeles College Shared Governance Council	Date
	9/8/17
Edward Alvarado, Classified Staff Co-Chair, East Los Angeles College Shared Governance Council	Date
	9/8/17
Ruben Arenas, Dean of Institutional Advancement and Accreditation Liaison Officer	Date
	9/8/17
David K. Song, Faculty Accreditation Chair	Date
	9/8/17
Michelle Benjamin, Chapter President, AFT Faculty Guild, Local 1521	Date
	9/8/17
Oscar Cruz, President, Associated Student Union	Date

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Statement of Report Preparation

In the ACCJC Action Letter dated July 8, 2016, the commission reaffirmed the college for eighteen months and required the preparation of the Follow-Up report herein. The commission identified three college deficiencies and eleven district deficiencies with recommendations for meeting the standards. The Board of Trustees and the college president have addressed the recommendations and implemented policy, procedure, and updated practices to ensure compliance and sustainability.

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([D0.1 Accreditation Committee Charge](#)). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee ([D0.2 Accreditation Response Plan](#); [D0.3 LACCD Accreditation summary](#); [D0.4 IESS District Accreditation Update](#)). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval ([D0.5 DAC Agenda 5-9-2017](#)).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding their responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

ELAC has made significant progress towards meeting the standards identified as deficient. The College has adopted and fully implemented the eLumen software to ensure full compliance with best practices and standards related to student learning outcomes assessment and dialog. Faculty have participated in professional development activities linked to use of eLumen, specifically in the evaluation of data for disaggregation and substantive evaluation. The College prepared and submitted the Substantive Change Proposal for the South Gate Educational Center (SGEC), which was approved by the ACCJC on April 21, 2017 ([RP-01 Approval Letter](#)). Moreover, the College has committed extensive resources to the SGEC and developed mechanisms for integrated planning to include both short and long-term efforts. The district plans include the construction of a comprehensive educational center as a part of the LACCD Bond Program. The College has engaged in an in-depth study of the information technology

infrastructure and developed comprehensive plans to support the College's mission, operation, programs, and services.

The College worked closely with the LACCD to ensure compliance with District recommendations, and the College has the infrastructure to support and maintain compliance. District recommendations have resulted in updated board regulations, policy, and operations. The College has collaborated with District personnel to ensure full implementation.

The College Accreditation Steering Committee developed a timeline for the preparation of this report, which including the approval of the College Educational Planning Committee and the Academic Senate in May 2017 and the approval of the Shared Governance Council in July 2017 ([RP-02A EPSC Agenda](#), [02B Senate Agenda](#), [02C ESGC Agenda](#)).

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The responses to District and college recommendations were presented to the Board through the Institutional Effectiveness and Student Success Committee on August 23, 2017 ([D0.6 IESS Agenda](#)). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 ([D0.7 September Board Agenda](#)). The final reports were provided to the ACCJC with all required signatures following Board approval.

College Recommendation 1 (Compliance):

In order to meet the standard, the team recommends the college ensures student achievement and outcomes assessment data, at all levels, and where appropriate, be disaggregated and analyzed with regards to relevant subpopulations and modes of delivery (I.B.6).

EVALUATION:

The College ensures that student achievement data, at all levels, are disaggregated and analyzed at appropriate times and in appropriate venues. Degree and certificate awards data, disaggregated by gender and ethnicity, are provided to the college yearly as part of the Program Review Annual Update Process ([CR01-01 Degree and Certificate Awards \[Fall 2012-2016\] Spreadsheet](#)). The Office of Institutional Effectiveness and Advancement (OIEA) has developed an online app to replace these Excel data packs ([CR01-02 Online App \[BETA\]](#)). This app allows for a much deeper disaggregation by gender and ethnicity (simultaneously) as well as an analysis of completion by courses taken at the South Gate Educational Center or through distance education ([CR01-03A Completers Results](#), [03B SGEC Results](#), [03C DE Results](#)). As part of the Annual Update, departments and units are asked to review these data and suggest program improvements ([CR01-04A AUP 2017-2018](#)).

Student achievement data in terms of course success and retention are also provided to the College as part of the Program Review Annual Update Process ([CR01-04B AUP Student Achievement Data 2016-2017](#)). Gender and ethnicity disaggregate this information, and includes an explicit equity analysis to assess disproportionate impact. As with program completion, departments and units are asked to indicate a means of improvement after analyzing these data. Similar to the online app being creating for program completion, OIEA is in the development phase of a permanent app for course success and retention.

When needed, data sets are created to provide actionable insight into specific populations. For example, an analysis of course offerings at the South Gate Educational Center was completed in order to recommend additional course offerings to promote degree and certificate completion ([CR01-05 SGEC Task Force Summary](#)).

Furthermore, the College also ensures that outcomes assessment data, at all levels, are disaggregated and analyzed at appropriate times and in appropriate venues. As with other colleges, ELAC had technical difficulties with outcomes assessment disaggregation, and for that reason the College, through its shared governance process, decided to adopt a new outcomes assessment platform, eLumen. Implementation of eLumen began in spring 2016, and the College successfully completed the importation of all student learning outcomes into the new system in summer 2016. The training of department SLO facilitators also began at the end of summer 2016. Department SLO facilitators were taught how to create outcome assessment rubrics within eLumen and how to input student data. Both full-time and adjunct faculty then began eLumen training in fall 2016, and the College collected its first round of outcomes assessment data by December 2016. As the majority of departments have already established their own timelines for outcomes assessment, the College can now start utilizing eLumen's disaggregation capabilities to identify areas where student learning can be improved. Within eLumen, student outcomes assessment data are now disaggregated by the following variables:

Gender	South Gate Educational Center section	Evening section (starting after 5 p.m.)
Ethnicity	Dual Enrollment section	Face-to-face section
Online section	Public Service Academy section	
Hybrid section	Day section (starting before 5 p.m.)	

At the program and service levels, the College’s Program Learning Outcomes (PLOs) and Student Service Outcomes (SSOs) are disaggregated by demographic variables. Section attribute variables are only relevant to SSOs when the service is taking place at an offsite location or through distance learning ([CR01-06A Biology SLO Demographic Disaggregation](#), [06B AJ SLO Section Disaggregation](#)). Program Learning Outcomes and Student Service Outcomes assessment results are reviewed and discussed in detail at least once per year by departments and units. The results of these discussions, including plans for improvement and/or resource requests become part of the Annual Update Plan ([CR01-07 Strategic Initiative Report](#)). Faculty and staff are provided training for both student outcome and student achievement data ([CR01-08 Annual Update Training Schedule](#)).

At the institution level, the College’s Institution Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) are disaggregated by demographic variables and section attributes such as online versus face-to-face ([CR01-09A ILO Demographic Disaggregation](#), [09B ILO Section Disaggregation](#)). The Learning Assessment Office leads the College in the analysis of these results, taking into account disaggregation, every three years. The results of the all-college institutional learning symposium culminate in an improvement report from the Learning Assessment Office. The next institutional learning symposium is scheduled for January 2018 ([CR01-10 Learning Assessment Committee Schedule 2017](#)).

CONCLUSION AND SUSTAINABILITY:

The College has met this recommendation through systematic disaggregation of student achievement and outcomes assessment data, at all levels, as well as the systematic evaluation of this data at appropriate times and in appropriate venues. The eLumen system is fully adapted to our course, program, general education, and institution level outcomes. Student service outcomes are still being adapted to the new system, but we expect full implementation by the end of spring 2018. As assessment data is stored into eLumen and the College moves through the assessment cycles, all outcomes assessment data will be available for disaggregation and analysis as needed to inform instructional and service delivery improvement. Disaggregation is possible by demographic categories such as gender and ethnicity as well as section attributes such as location, day, and evening. By fall 2017, student achievement data such as program completers, course success, and course retention will be available at any time through a series of online apps directly connected to our student information system. This data, as was the case in previous Annual Updates, will be critical to departments and units evaluating their programs and courses. The College has satisfied this recommendation.

College Recommendation 5 (Compliance):

In order to meet the Standards and Eligibility Requirements, the college must assess and implement a plan at its South Gate Educational Center to provide appropriate, comprehensive, and reliable student and learning support services to students. Additionally, the team recommends the institution has sufficient number of staff to support educational, technological, physical, and administrative operations of the South Gate Educational Center (II.B.1, II.C.1, II.C.2, II.C.3).

EVALUATION:

In February 2017, the College submitted a Substantive Change Proposal regarding the establishment of the South Gate Educational Center (SGEC) separate from the main campus ([CR05-01 Substantive Change Proposal](#)). The proposal fully documents the College's plan to not only provide comparable academic opportunities for students but also that steps are being undertaken to ensure appropriate student support services and related resources will be offered to maintain effective operation of the SGEC. The ACCJC approved the Substantive Change Proposal on April 21, 2017 ([CR05-02 Approval Letter](#)).

Since the accreditation team's visit in spring 2016, the College has made a number of moves to expand faculty, classified staff, and administration at the SGEC. Six new additional full-time tenure track faculty (Chicano Studies, Child Development, History, Political Science, Sociology, and Spanish) dedicated specifically to the SGEC were hired in fall 2016. This was the culmination of the process that began in 2015 after the Hiring Prioritization Committee assembled a list of priority hires based on departmental requests and Annual Update Plans ([CR05-03 Hiring Priorities Letter](#)). SGEC faculty are also included in the annual New Faculty Institute that takes place on a series of Fridays to ensure that all faculty are given the same guidance and professional development. In addition, the SGEC deans and vice-chairs orient new SGEC hires to the facility and its resources. Additional office space was also created to accommodate the vice-chair of Math and other full-time faculty who teach 40%-60% of their courses at SGEC. In August 2016, the SGEC also initiated a staff/faculty retreat for professional development. Based on response data, another professional development retreat is planned for later this year ([CR05-04 PD Retreat Survey](#)).

In March 2016, the College also hired a second dean. The presence of two deans, each assigned either the day or evening shift, including weekend coverage, ensures that administrator presence at SGEC is complete ([CR05-05 SGEC Organizational Chart](#)). SGEC deans have had numerous meetings with the Vice Presidents of Academic Affairs, Continuing Education & Workforce Development, Student Services, and Administrative Services; Facilities Director, other deans, faculty, staff, and students to conduct ongoing needs assessment on which units need additional staff, office space, and facilities ([CR05-06A Student Survey Qualitative Analysis](#), [06B Customer Service Survey](#)).

As a result of such needs assessment, the College established the "One-Stop Student Services Center" for the SGEC in summer 2017. Remodeling was completed and the Center now provides a permanent space for career counseling, CalWORKS, Disabled Students Programs and Services (DSPS), and Equal Opportunities Program and Services (EOPS) ([CR05-07A Services Center Floor Plan](#)).

The SGEC provides comparable counseling services with that of the main campus. As of spring 2017, there are two full-time general counselors, one full-time career counselor, and six other counselors who divide their time between the main campus and the SGEC ([CR05-08 SGEC Organizational Chart](#)). DSPS also has an adjunct counselor dedicated to the SGEC that provides accommodation services to students

with disabilities, in compliance with the Americans with Disability Act of 1990. Additionally, one more full-time counselor is currently on board to support EOPS/CARE/CAFYES programs.

Furthermore, a contract mental health therapist also began providing mental wellness counseling to the SGEC students on-site starting in fall 2016, and a full-service student health center is planned for the new Firestone Educational Center. The College's Career and Job Services also held its first SGEC career fair in May 2016, helping students connect with 16 employers from both the public and private sectors, along with a series of workshops the week before to prepare students with interviewing skills and resume-writing techniques. In May 2017, the Career and Job Services held its second SGEC career fair with 20 employers ([CR05-09A Preparation Workshop Flyer](#), [09B Job & Internship Fair Flyer](#)). Career and Job Services anticipates annual growth for this event moving forward. Furthermore, the Transfer Center organized its inaugural Student Success Conference at the SGEC in April 2017 ([CR05-10 Student Success Conference Flyer](#)). These additions have improved the College's capacity to address student support standards.

With regards to student success and support programs, students currently can complete all matriculation services at the SGEC including assessment, orientation, and general enrollment. The External Evaluation Report noted that only one classified staff was available for Admissions and Records, but the College employs two full-time classified staff (working two shifts) available for day and evening students with overlapping hours in the afternoon ([CR05-11 SGEC Organizational Chart](#)). In addition, the admissions and financial aid offices offer services on the first Saturday of every month. The College is also in the process of hiring an Admissions and Records evaluation technician to evaluate student graduation petitions, academic transcripts, and prerequisite petitions at the SGEC.

In terms of learning support services, the College is in the process of setting up the Learning Assistance Center for the SGEC. The lack of physical capacity has been biggest obstacle in establishing a dedicated center. Online tutoring does exist, however, and the Learning Assistance Center Director at the main campus has been coordinating with the South Gate Dean to expand virtual tutoring services. Computers at the SGEC were upgraded and webcams to facilitate access to tutors were acquired. A pilot virtual tutoring program for Economics was successfully deployed in summer 2017 and is scheduled to continue in the following semesters ([CR05-12A Virtual Tutoring Pilot Success E-mail](#), [12B Virtual Tutoring Flyer](#)).

While the Learning Assistance Center is being planned, face-to-face tutoring services are still the primary form of learning support available to the SGEC students. The SGEC Writing Center offers supervised learning assistance (tutoring) and is staffed by one full-time English Instructional Assistant and five peer tutors to assist students with developing critical thinking, reading and writing skills at all stages of the writing process from brainstorming to drafting and revising ([CR05-13A SGEC Organizational Chart \(IA\)](#), [13B Tutor Schedule](#)). Since the center aims to guide students through one-on-one tutoring by asking questions rather than providing answers, tutors neither edit nor proofread assignments. Through this approach students can assume responsibility for organizing their thoughts in clear, focused, and convincing arguments. Writing Center hours are Monday to Thursday, 9 a.m. to 7 p.m., Friday, 10 a.m. to 4 p.m., and Saturday 10 a.m. to 2 p.m. ([CR05-14 Writing Center Schedule](#)).

Similarly, the SGEC Math Lab also offers walk-in, open-ended tutoring. In this approach, students drop in to the center and work on assignments at their own pace. The Lab is staffed by one full-time Math Instructional Assistant, hired since the accreditation team's visit in spring 2016, and supported by six peer tutors ([CR05-15A SGEC Organizational Chart \(IA\)](#), [15B Tutor Schedule](#)). Math Lab hours are Monday

to Thursday from 9 a.m. to 8 p.m., Friday, 9 a.m. to 4 p.m., and Saturday 10 a.m. to 2 p.m. ([CR05-16 Math Lab Schedule](#)).

The accreditation team's External Evaluation Report mentioned student and staff expressed concern about safety, especially in the evening. To address this issue, the College has been working with the Los Angeles County Sheriff Department to provide a total of four sworn security officers (two day shifts and two night shifts) and five cadets at SGEC, which has been effective as of summer 2016 ([CR05-17 SGEC Organizational Chart](#)).

CONCLUSION AND SUSTAINABILITY

The College's ACCJC-approved substantive change proposal lays the foundation for appropriate, comprehensive, and reliable student and learning support services at the SGEC going into the future. Currently, the quality and level of learning support service at the SGEC are comparable to the main campus. Since the accreditation team's visit in spring 2016, the College has assigned more faculty, classified staff, administration, and public safety personnel to the SGEC. This has increased the SGEC's capacity to serve the student population. Moreover, the addition of support services such as mental health counseling has also improved upon the current level of offerings. The opening of the One-Stop Student Services Center in summer 2017 has centralized access for these services. Further expansion of other learning support services at the SGEC is contingent upon physical space. In the interim, the Writing Center and Math Lab still provide crucial learning support services for students, especially with the hiring of a full-time Math Lab instructional assistant. However, further expansion of these programs is fully programmed. The college has a long-standing commitment to the South Gate community. The LACCD purchased and has begun the construction phase of the permanent South Gate Educational Center. The center will provide students a comprehensive educational experience with robust learning and support services. The College has satisfied this recommendation.

College Recommendation 7 (Compliance):

In order to meet the Standard, the team recommends that the college develop a plan that continuously assesses, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services (III.C.2).

EVALUATION

Any purchase and implementation of new or replacement technology undergoes a review process to determine the total cost of ownership (TCO), which factors in the cost of any product or system, ongoing maintenance, and supporting systems that might need upgrades. The initial step determines whether an acquisition satisfies the instructional need of end users and requires a new or upgraded infrastructure to support the product. Requests for new technology or upgrades are made via the Program Review Process, Cluster Planning, Annual Update Plans (AUP), and/or recommendations from the Information Technology (IT) Department or Plant Facilities Department ([CR07-01 Governance Policy Handbook Excerpt](#)). For example, departments can make requests in their AUPs, which IT can then request in its AUP to support departmental needs. Acquisition must be aligned with the needs of the College and promote the advancement of the missions as laid out in the College's Educational Master Plan ([CR07-02 ELAC Educational Master Plan 2012-2018](#)). Acquisition must also comply with the vision and standards of the College's Technology Master Plan ([CR07-03 Technology Master Plan 2012-2018](#)).

Once those basic criteria are satisfied, a thorough review by IT and Plant Facilities (and District personnel when appropriate) examines the resources needed to purchase and maintain a new product or system. A wide variety of factors are considered to ensure effective implementation and evaluation of new products and systems as well as maintaining those already in place:

1. Existing technology infrastructure (for example, the speed of the data throughput network or the computing capacity of a network). Upgrades must then be considered before moving forward.
2. Compatibility with existing systems.
3. Funding for acquisition, ongoing maintenance and vendor support, and/or any licensing fees.
4. Professional development needs of existing staff or new personnel. Current staff must be knowledgeable to deploy, maintain, and service new products and systems. Without such staff, outside contracting services or additional staff training may be required.
5. Disposal and disposition costs of a product or system (for example, computers, switches, and printers) at the end of its "useful life" ([CR07-04 Sample TCO Procurement Checklist](#)).

If the acquisition requires additional staff or other resources to maintain effectively, those needs are reported and requested in the IT Department's AUP. In April 2017, the IT Department released its report on the current assessed infrastructure and technology needs of the College ([CR07-05 "IT Opportunities" Report](#)). This document will be utilized in the development of future AUPs, which are reviewed by the Office of Institutional Effectiveness and Advancement and the Program Review and Viability Committee. Requests are then sent to the appropriate college committees (such as the Hiring Prioritization Committee, Technology Planning Subcommittee, or the Facilities Planning Subcommittee) for consideration in future planning.

The TCO analysis also takes a number of forms, beginning with the initial research of a new product or system to performing a proof-of-concept analysis. This analysis is the process wherein a new system is placed in a testing environment/mode once it satisfies the first two basic criteria of meeting needs set forth in the College's Educational and Technology Master Plans. This is the Information Technology Department's most effective methodology to ensure the best possible outcomes of new products or systems. This process is applied on all acquisitions from software, servers, or switches to new/replacement computers, printers, and scanners.

Since the accrediting team's visit, the College has also revisited its desktop computer replacement plan. The original plan was based on a three year timeline, which the ELAC Shared Governance Council approved in October 2013 ([CR07-06 ESGC Minutes](#)). Actual implementation of the three-year plan turned out to be problematic. When IT purchased and deployed approximately 100 new computers (3% of the college inventory) the following year, much of the technology scheduled for replacement was found to be still usable. Hence, a three-year cycle with a replacement goal of 33% of the college inventory did not appear necessary.

As a result, the Technology Planning Subcommittee (TPSC) developed and approved a new plan that considers the overall performance of a computer rather than solely relying on age ([CR07-07 TPSC Minutes](#)). The revised plan factors in age, usability, and the total cost of ownership to identify the need for replacement. The new process utilizes the WASP inventory system to track the number of service years a computing unit has been operational. However, the replacement process is initiated at the request of the end-user or lab monitor, after which the unit is placed on a list to be reviewed for effectiveness in its current functionality and operating system environment. The IT Department will verify the need to replace as necessary, at which point the unit is placed on an annual replacement project list. This revised performance-based replacement plan received a motion by TPSC on April 27, 2017 and ESGC on May 8, 2017 as an official computer replacement program ([CR07-08 TPSC and ESGC Motions](#)).

Furthermore, the Information Technology Faculty Advisory Committee (ITFAC) also advises the IT department on instructional technology needs specifically for faculty. In December 2016, ITFAC conducted a faculty survey seeking input on existing or emerging technologies that faculty would like to see in classrooms. The results of this survey were shared with IT and TPSC to inform their plans for future hardware and software acquisitions ([CR07-09 ITFAC Minutes](#)).

CONCLUSION AND SUSTAINABILITY

The College has implemented a TCO process that factors in costs of acquisition and ongoing maintenance of any products or systems that align with the missions and standards established in the College's Educational and Technology Master Plans. Acquisitions and upgrades are also linked to a Program Review process.

Furthermore, in the last two years, the LACCD bond program has facilitated the major purchase of infrastructure and computers, which underwent the TCO process. The E3 Language Arts and G5 Math/Science Buildings have been equipped with smart classrooms, new computers, and satisfy upgrade requirements. Moreover, the new buildings need not only new computers, but VOIP phone systems, lock and key systems, and infrastructure to support these systems. Moving forward, future

bond programs such as Measure CC also include infrastructure for technology to support operations and upgrades, especially for new buildings.

For the acquisition of new computers, the original three-year replacement plan was found to be unfeasible. A new performance-based plan has been developed as a more effective solution that takes into consideration existing resources, funding, and waste reduction. It also takes into consideration the TCO of computers and has been reviewed for sustainability. The College has satisfied this recommendation.

District Recommendation 1 (Compliance):

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III ([D1.1 Ch. X - Article III](#)). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), in collaboration with the Chancellor and the District's Human Resources Division as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. ([D1.2 May 2017 DAS Agenda](#); [D1.3 Adjunct Recruitment Process](#)). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide ([D1.4 HR GUIDE](#)) which was approved in September 2017. A Frequently Asked Questions (FAQ) document was developed to assist colleges in the implementation of this new process ([D1.5 FAQ Adjunct Hiring Process](#)).

As part of the new process, a centralized web-based adjunct recruitment system that creates applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations ([D1.6 Recruitment Portal](#)). The revised process includes a hiring selection committee with an Equal Employment Opportunity (EEO) officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions ([D1.7 Example Template PT HEALTH \(DR-1\)](#)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified list of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty ([D1.8 List of Disciplines Posted](#)). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters ([D1.9 Example Email to Colleges](#); [D1.10 Example De-identified applicant list](#)). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews ([D1.11 Process for Reviewing Applicants](#)). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall ([D1.12 New Adjunct Hiring List to date](#)).

CONCLUSION AND SUSTAINABILITY

Formulating a district-wide policy for a new adjunct faculty hiring process fell under the purview of the District Academic Senate. The College Academic Senate President played a lead role in a joint DAS/District taskforce tasked with reaching mutual agreement ([DR01-01 DAS Exec Minutes](#)). The Senate President received input from department chairs through the Senate's Chairs Council. Draft documents were reviewed at Chairs Council in fall 2017 and at the Senate Executive Committee, February 2, 2017 ([DR01-02 Senate Exec Minutes](#)). On February 14, 2017, the Senate was kept informed on deliberations, which continued until April 2017 ([DR01-03 Senate Minutes](#)). The College is now participating in the new District adjunct hiring process.

District Recommendation 2 (Compliance):

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resources Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel (classified and academic employees) as the system of record for evaluations. In addition, the system has been updated to include the ability to upload evaluations ([D2.1 Evaluation Alert System User 3.0 Manual](#); [D2.2 LACCD EASY enhancements release - 3.0](#)). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing evaluations ([D2.3 Evaluation Report](#)). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

CONCLUSION AND SUSTAINABILITY

All Colleges have implemented the evaluation process developed in the SAP system. As of September 2017, the District has uploaded to the new system 62.6 % of employees in accordance with the stated intervals. East Los Angeles College implemented the evaluation process developed in the SAP system and evaluated 272 employees from the period of January 1, 2017 to June 30, 2017 ([DR02-01 College Evaluation Reports](#)).

District Recommendation 3 (Compliance):

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

The Human Resources Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement ([D3.1 Local911 2014-17 Agreement](#)). On June 10, 2017, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans ([D3.2 Signed Teamster MOU](#)). The evaluation form was immediately put into practice ([D3.3 Deans Evaluation with SLO Assessment](#)).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process ([D3.4 Basic Other Academic Administrator](#); [D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor](#)).

CONCLUSION AND SUSTAINABILITY

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators ([D3.6 Associate Dean, Strong Workforce](#); [D3.7 Dean of Special Programs and Services](#)). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

District Recommendation 4 (Compliance)

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments ([D4.1 District Technology Assessment Summary](#), [D4.2 CCCCIO Assessment](#)), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 ([D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on July 24, 2017 ([D4.4 Administrative Regulation](#)).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs ([D4.5 FMPOC 40J Technology Update](#)) and the development of a Strategic Execution Plan ([D4.6 Strategic Execution Plan Timeline](#)) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that were used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups ([D4.7 Backup Plan Update Presentation and Timeline](#)). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems ([D4.8 Backup Strategy](#)).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level ([D4.9 LACCD IT Infrastructure and Organization Assessment](#)). This evaluation will include final recommendations for the

use of offsite cloud or physical back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers ([D4.10 Server Standards](#)). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

CONCLUSION AND SUSTAINABILITY

East Los Angeles College's Information Technology management works closely with the District IT management to ensure that college needs are addressed in the development and implementation of the Business Continuity/Disaster Recovery initiative ([DR04-01 TC Minutes](#)).

District Recommendation 6 (Compliance):

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to "To Be Arranged" (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District developed corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver ([D6.1 2014-2015 Audit p.82-84](#)). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) ([D6.2 LACCD SAP Privileged Access Report](#)). The District has redacted names and usernames for security purposes. Full reports are available upon the visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user's job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. ([D6.3 2015-2016 Audit p.96-98](#))

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan ([D6.4 TBA Validation Process](#)) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval ([D6.5 CIO CSSO Joint Council Agenda 5 20 16](#)). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

CONCLUSION AND SUSTAINABILITY

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes ([D6.6 Corrective Action - Audit - August 2016 Presentation](#)). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed ([D6.7 2015-2016 Audit p.126-128](#)). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance):

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements ([D8.1 Financial Statements](#)). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges ([D8.2 Load Banking Memo](#), [D8.3 Load Banking work sheet 2017](#)). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

CONCLUSION AND SUSTAINABILITY

The College's Office of Academic Affairs maintains a comprehensive database of faculty with approved load banking contracts ([DR08-01 Faculty Load Banking Sheet](#)). The database, which includes cost and liability information, is provided to the district Human Resources office every fall and spring semester.

District Recommendation 10 (Compliance):

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor ([D10.1 Ch. X - Article III](#)). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services ([D10.4 Ch. X - Article I](#)). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)). The evaluation process went into effect immediately and will be used in the annual evaluation of the Chancellor.

CONCLUSION AND SUSTAINABILITY

This recommendation is not applicable for East Los Angeles College.

District Recommendation 11 (Compliance):

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 ([D11.1 Admin Reg C 12 Previous Version](#)). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended ([D11.2 Admin Ref C 12](#)). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 ([D11.3 Board-Agenda December 7 2016 item C-5](#); [D11.4 Board Minutes December 7 2016](#)). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. ([D11.5 Board Rule Tracking](#))

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 ([D11.6 Example Crosswalk](#)) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

CONCLUSION AND SUSTAINABILITY

This recommendation is not applicable for East Los Angeles College.

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