Accreditation 2016

Follow-up Report October 1, 2017

LOS ANGELES CITY COLLEGE

LACC
The City's College.

LOS ANGELES CITY COLLEGE

Follow-up Report

Submitted by:

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

Submitted to:

Accrediting Commission for Community and Junior Colleges
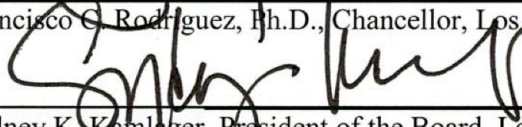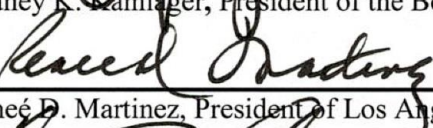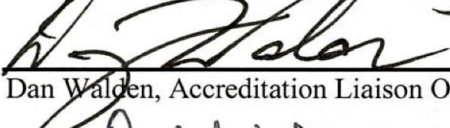Western Association of Schools and Colleges
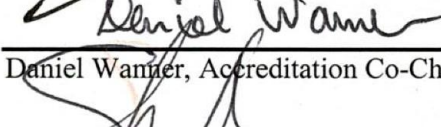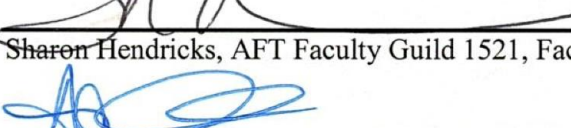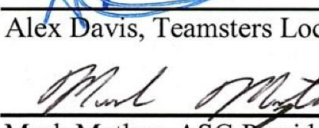
October 1, 2017

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

From: President Reneé D. Martinez
855 N. Vermont Avenue
Los Angeles, CA 90029

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____ 9/6/17
Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District   Date

_____
Sydney K. Kamlager, President of the Board, Los Angeles Community College District   Date

_____ 9/5/17
Reneé D. Martinez, President of Los Angeles City College   Date

_____ 9/5/17
Dan Walden, Accreditation Liaison Officer, Vice President of Academic Affairs   Date

_____ 9/5/17
Daniel Wanner, Accreditation Co-Chair and Academic Senate President, Faculty   Date

_____ 9/5/17
Sharon Hendricks, AFT Faculty Guild 1521, Faculty   Date

_____ 9/5/17
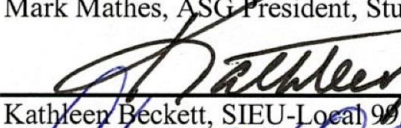Alex Davis, Teamsters Local 911, Administrative Deans   Date

_____ 9/5/17
Mark Mathes, ASG President, Students   Date

_____ 9/11/17
Kathleen Beckett, SIEU-Local 99, Classified Staff   Date

_____ 9/5/17
Christi O'Connor, Supervisory Employees Local 721, Classified Staff   Date

_____ 9/5/17
Pamela Atkinson, AFT Classified Staff Guild 1521A, Classified Staff   Date

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Report Preparation

District

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, comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1). Following the comprehensive site visits, the committee met to review the college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year to review progress made on the recommendations. Progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2; D0.3; D0.4). The leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development addressed the report. 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).

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

College

This Follow-up Report includes a narrative analysis and supporting evidence that Los Angeles City College has resolved the deficiencies identified in the July 8, 2016 Commission action letter. The College meets all accreditation standards and Commission policies and has plans in place to sustain the changes and improvements made.

The College began addressing both recommendations immediately upon hearing the visiting team's findings in March 2016 and receiving the Team Report and Commission letter in July 2016. The Distance Education Committee, Educational Planning and Program Integrity Committee, and Academic Senate provided oversight and developed the actions necessary to meet College Recommendation 1. The Academic Senate and Office of Institutional Effectiveness provided oversight and developed the actions necessary to meet College Recommendation 5. Since summer 2016, updates on progress made towards addressing the two recommendations have been provided at each meeting of the Academic Senate and College Council, which are the two representative groups that make recommendations to the College President (RP-08; RP-09).

The College worked closely with the Los Angeles Community College District and provided periodic status updates to the District Accreditation Committee and Educational Programs and Institutional Effectiveness committee (RP-05; RP-06, RP-07).

Members of the Distance Education Committee, Educational Planning and Program Integrity Committee, Academic Senate, and Office of Institutional Effectiveness contributed to the writing of the Follow-up Report. The primary contributors:

Recommendation 1
- Carol Kozeracki, Academic Dean over Distance Education
- Rob Sambrano, Faculty Chair of the Distance Education Committee
- Christine Tinberg, Student Learning Outcomes Coordinator
- Dan Walden, Accreditation Liaison Officer
- Daniel Wanner, Accreditation Co-Chair and Academic Senate President

Recommendation 5
- Anna Badalyan, Office of Institutional Effectiveness
- Dan Walden, Accreditation Liaison Officer
- Daniel Wanner, Accreditation Co-Chair and Academic Senate President

The Accreditation Team, a standing committee with representation from all College constituencies, developed the timeline for completion of the writing of the report (RP-01; RP-02; RP-03).

The Academic Senate and College Council approved the Follow-up Report, which was accepted by the College President (RP-10; RP-04). Following the completion and approval of the College report, 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). The Board of Trustees reviewed and approved the report on September 6, 2017 (D0.7). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

Evidence of Report Preparation

[D0.1 Accreditation Committee Charge](#)
[D0.2 Accreditation Response Plan](#)
[D0.3 LACCD Accreditation summary](#)
[D0.4 IESS District Accreditation Update](#)
[D0.5 DAC Agenda 5-9-2017](#)
[D0.6 IESS Agenda](#)
[D0.7 September Board Agenda](#)
[RP-01 Accreditation Team Timeline for Follow Up Report, February 13, 2017](#)
[RP-02 Accreditation Team Agenda, February 13, 2017](#)
[RP-03 Accreditation Team Minutes, February 13, 2017](#)
[RP-04 College Council Approval of Follow Up Report, October 2017](#)
[RP-05 Educational Programs and Institutional Effectiveness Report on Site Visit, March 14, 2016](#)
[RP-06 Educational Programs and Institutional Effectiveness Report on Site Visit, May 16, 2016](#)
[RP-07 Educational Programs and Institutional Effectiveness PowerPoint on Site Visit, October 19, 2016](#)
[RP-08 Academic Senate Minutes, October 6, 2016](#)
[RP-09 College Council Minutes, March 6, 2017](#)
[RP-10 Academic Senate Approval of Follow Up Report, October 2017](#)

Response to the Commission Action Letter

College Recommendation 1

In order to meet the standard, the team recommends the College expand its current Distance Education Plan to include a section relating to Distance Education Pedagogy, incorporating related sections from ACCJC's Guide to Evaluating Distance Education and Correspondence Education. The College should then implement the components of this plan, proceeding with an ongoing, systematic, quality assessment process for all online courses. This expanded plan for distance education, based on ACCJC's Guide, should outline all necessary practices the College would need to implement in order to meet standards, providing a road map for the College to come into compliance. The team further recommends that the college comply with 34 C.F.R. § 602.3 (as referenced in the ACCJC Guide to Evaluating Distance Education and Correspondence Education) to ensure that regular, substantive, and effective interaction is provided in Distance Education courses. (Standards I.B.9, II.A.1, II.A.2, II.A.5, II.A.7, II.A.12).

Actions Taken to Resolve College Recommendation 1

The College addressed the recommendation in terms of the three identified deficiencies: (a) Expansion of the Distance Education Plan, (b) Implementation of the Distance Education Plan including ongoing, systematic, quality assessment processes, and (c) Ensuring regular, substantive, and effective interaction.

A. Expansion of the Distance Education Plan

Completed Actions

The existing Distance Education Plan and Distance Education Handbook that were originally approved in September 2015 were revised and combined into a single document in fall 2016 (Rec1a-07). The Distance Education Committee and Academic Senate approved the document (Rec1a-14; Rec1a-02).

The revised *Distance Education at LACC* document includes numerous additions. Distance Education is formally defined as a "program" that participates in annual and comprehensive program review (Rec1a-07, pp.5-6). Included in the plan is a comparison of support services for DE and traditional students to ensure that critical support services are made available to DE students (Rec1a-01). Specific guidance is provided about the pedagogy-related topics required in training for faculty new to online teaching. Also included is an updated list of training providers (Rec1a-07, p.20). For ongoing professional development, a new policy requires DE instructors to do a certain amount of their professional development towards improving their online teaching (Rec1a-07, p.26). To ensure that pedagogy training is sufficiently rigorous, the expectations and content for the mandatory online pedagogy course are delineated, including required information on the syllabus, SLOs, student verification, and regular and effective contact (Rec1a-07, p.20). A new policy stipulates that at least one DE class must be reviewed as part of every evaluation of online faculty (Rec1a-07, p.23). Finally, the document includes an expanded description of professional development

opportunities for DE instructors, which aligns with the professional development opportunities described in the Staff and Organizational Development Plan (Rec1a-07, p.26). Included is the type of access and success data for DE courses at the course, discipline, and department level, to be provided by the Office of Institutional Effectiveness and collected in preparation for program review (Rec1a-07, pp.10-12). *Distance Education at LACC* reaffirms that the institution set standards for DE courses are the same as for the College as a whole (Rec1a-07, pp.7,12).

Additional revisions to *Distance Education at LACC* were made in summer 2017. The changes were reviewed with faculty union leadership and approved by the Academic Senate in fall 2017 (Rec1a-16). The revisions include a description of required activities for DE instructors to incorporate into their course shells (Rec1a-04). Also included is a list of best practices for teaching DE, a result of findings from the DE student survey and information gathered from conferences such as the Online Teaching and Learning Conference (Rec1a-03).

The College has been implementing the policies and processes reflected in the revised *Distance Education at LACC*. These activities include the completion of the Distance Education program review in spring 2017 (Rec1b-01), which resulted in the creation of six unit planning objectives that align with Educational and Strategic Master Plan objectives (Rec1a-08). Program review resulted in a request for 2017-2018 funding for professional development activities, including a multimedia specialist to assist distance education faculty, NetTutor to provide online students comparable tutoring services to those provided on campus, and equipment for the Teaching Learning Center for improved DE training (Rec1a-09)

The DE Committee continues tracking DE instructor training requirements to ensure that they are being met (Rec1a-10; Rec1a-11). Related to instructor requirements, the College conducted an evaluation of the course shells for all DE classes offered in spring 2017. The initial process was described in a letter to each DE faculty member (Rec1a-05). Results of the review were shared with the Distance Education Committee and Vice President of Academic Affairs (Rec1a-06). Following the review, Academic Deans and Distance Education Committee members met with those faculty members whose course shells did not suggest sufficient regular and effective contact, and discussed ways to increase the level of instructor initiated interaction. Three faculty members were notified to improve their level of faculty interaction and the Distance Education Dean followed up with the faculty to review the changes made.

In May 2017, the Distance Education Committee reviewed all unit responses to the "Comparison of DE and traditional success rates" in Section 1.3 of all completed program reviews (Rec1a-12; Rec1a-13). Review of the implementation of "Distance Education at LACC" occurred in part through the Distance Education Committee 2016-17 annual assessment (Rec1a-15).

DE faculty and DE leadership continue to participate in numerous professional development activities. As required by the new policy requiring DE instructors to do a certain amount of their professional development in online teaching, many faculty members completed Canvas training as part of the transition from Etudes and completed the online pedagogy (Rec1a-10;

Rec1a-11). The DE Coordinator and Teaching Learning Center Coordinator attended a Canvas Train the Trainer workshop hosted by Infrastructure in January 2017. The Distance Education Coordinator attended the Distance Education Academy in May 2017. The main topic of the conference was regular and effective contact in online courses. The Distance Education Coordinator, dean, and several faculty members attended the Online Teaching Conference in June 2017. Among the seminars they attended were ones featuring the topics of instructor initiated regular and effective contact, access and equity, and student support services. The fall 2017 Flex Day included workshops on web enhancement for traditional classes and for online instructors on the subject of regular and effective contact (Rec1a-18).

Planned Actions (Sustainability)

The processes and policies described in *Distance Education at LACC* will continue to be reviewed through Distance Education Committee annual assessments and annual and comprehensive program reviews. The College will implement in the 2017-2018 program review a request that departments with online success rates lower than traditional courses must create a unit planning objective to address the disparity.

In fall 2017, the Staff and Organizational Development Committee will begin to implement the new policy requiring distance education instructors to do a certain amount of their professional development towards improving their online teaching. In 2017-2018, the College will begin to implement the new policy that at least one distance education class must be reviewed as part of every comprehensive faculty evaluation.

The College has numerous professional development workshops planned for 2017-2018, including a Train the Trainer workshop on accessibility by the Office of Special Services. At the request of the DE Committee, the College purchased a one-year subscription with Instructure to provide on-demand training in over a dozen online Canvas and pedagogy topics (Rec1a-17; Rec1a-17b). The DE Coordinator will also develop and lead in-house training both for the Canvas LMS and general online pedagogy.

Evidence of Meeting College Recommendation 1a

Rec1a-01 Comparison of Support Services for DE and Traditional Students
Rec1a-02 Academic Senate Approval of Revisions to Distance Education at LACC (Handbook/Plan)
Rec1a-03 Distance Education Best Practices Related to Canvas Course Shells, Summer 2017
Rec1a-04 Distance Education Faculty Expectations, Summer 2017
Rec1a-05 Sample letter to Faculty Concerning DE Course Shell Review, Spring 2017
Rec1a-06 Outcomes of the Distance Education Course Shell Review, May 2017
Rec1a-07 Distance Education at LACC (Handbook/Plan)
Rec1a-08 DE Program Review 2016-17 Unit Planning Objectives
Rec1a-09 DE Program Review 2017-18 Resource Requests
Rec1a-10 List of Faculty Who Completed Online Pedagogy
Rec1a-11 List of Faculty trained in Canvas
Rec1a-12 Distance Education Committee Minutes, May 16, 2017
Rec1a-13 Distance Education Program Review Summary, Spring 2017
Rec1a-14 Distance Education Committee Minutes, October 18, 2016
Rec1a-15 Distance Education 2016-17 annual assessment, PENDING
Rec1a-16 Academic Senate Approval of DE at LACC Additions, October, 4, 2017
Rec1a-17 Screenshot of Canvas Training Home Page
Rec1a-17b Canvas Training
Rec1a-18 PowerPoint from Flex Day on Regular and Effective Contact

B. Implementation of DE Plan including Ongoing, Systematic, Quality Assessment Processes

Completed Actions

The Distance Education Committee developed a job description for a faculty distance education coordinator, interviews took place in spring 2016, the coordinator was hired in July 2016, and the assignment began at the start of fall 2016 (Rec5-04). This action addresses the Accreditation Self Evaluation Action Plan for Standard II.C.2: "*By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses.*"

As of spring 2017, the membership of the Distance Education Committee includes representatives from student services with the addition of the Dean of Admissions and a librarian. In addition, the committee added an Office of Special Services specialist to ensure accessibility compliance in online classes. These additions address the Accreditation Self Evaluation Action Plan for Standard II.B.3: "*Prior to the fall 2016 program review cycle, add learning support services staff onto the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students.*")

As part of the 2016-2017 program review cycle, the Distance Education Committee developed a satisfaction survey for online students including questions on student support services and academic instruction; it was distributed at the end of fall 2016 to students

enrolled in one or more online courses (Rec1b-03). The survey included utilization and satisfaction with all support services including the Library. An analysis of the results was shared with the Distance Education Committee and used as the basis for the distance education program review in spring 2017 (Rec1a-12). The survey allowed the College to address two Accreditation Self Evaluation Action Plans:

- Standard II.C.2: "*The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016.*"
- Standard II.B.3: "*As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews.*"

To determine if there were discrepancies between student services offered to traditional and online students, the College engaged in a thorough review of all support services (Rec1a-01). Student survey results included data on the proportion of students using online and traditional services (Rec1b-03). The discrepancies and analysis of the student survey results were shared with the Student Services Council and used to generate discussion on which additional student services must be provided to online students (Rec1b-02).

The Office of Institutional Effectiveness crosschecked all courses offered towards AA degrees and determined that the College does not offer a 100% online AA degree (Rec1b-04). This analysis revealed that the College needs to develop online lab science and kinesiology courses. Academic programs are working to develop these courses in 2017-18. This action allowed the College to begin to address Accreditation Self Evaluation Quality Focus Essay Objective 1.2.3: "*Develop and support an online AA degree that a cohort of students can complete in two years.*"

The 2016-2017 distance education program review included an analysis of data and the development of unit planning objectives (Rec1b-01). The Distance Education Committee completed its 2016-17 annual assessment, which includes a review of the implementation of *Distance Education at LACC* (Rec1a-15).

Planned Actions (Sustainability)

Any discrepancies between student services offered to traditional and online students will be addressed by the Student Services Council and through the distance education annual and comprehensive program review. The College is in the process of creating a customized introduction to its online orientation for online students. The College is also in the process of making accessible to students the Quest online readiness tutorials that were developed by the Online Education Initiative.

The College participated in a statewide distance education student survey in spring 2017 of students who took classes in fall 2016. A Los Angeles Community College District survey from spring 2017 included questions specific to online courses. The results of both of those

surveys are pending and will be used as part of the 2017-2018 distance education program review.

The Distance Education Committee created a unit planning objective to review discrepancies between support services provided to online and traditional students. The main concerns are in tutoring and placement, and the Student Services Council and Distance Education Committee will address these in 2017-2018. The College has renewed its agreement with NetTutor to offer online tutoring for those classes that the College provides face-to-face tutoring, in an effort to provide comparable student support. These activities allowed the College to partially address the Action Plan for Standard II.C.3: "*By fall 2016, the College will provide online tutoring to all students taking online courses*." An Academic Senate Tutoring Taskforce was developed in spring 2017 and will continue to focus on providing tutoring to online students.

Towards being able to provide a 100% online AA degree, the Science departments are working to develop and deliver an online course that satisfies the missing lab requirement.

Moving forward, the Distance Education Committee will continue to monitor progress made towards implementing *Distance Education at LACC* by writing committee annual assessments and participating in annual and comprehensive program reviews of all elements of the program including student support services, learning outcomes, access, and student success. The Distance Education Committee tracks progress made towards Accreditation Self Evaluation action plans and Quality Focus Essay objectives through an online tracking tool.

Evidence of Meeting College Recommendation 1b

Rec1b-01 Distance Education Program Review Update, 2016-17
Rec1b-02 Student Services Council Minutes, Mar 21, 2017
Rec1b-03 Distance Education Student Survey Results, Fall 2016
Rec1b-04 List of Approved Distance Education Courses by GE and IGETC Areas

C. Ensuring Regular, Substantive, and Effective Interaction

Completed Actions

As part of the revisions to *Distance Education at LACC*, the College has a new definition for "regular, substantive, and effective interaction" and a list of requirements and best practices for faculty regarding regular, substantive, and effective interaction" (Rec1a-07, pp.23-26).

The Distance Education Committee developed a rubric/checklist to determine if faculty members are engaging in regular, substantive, and effective student contact (Rec1c-02; Rec1c-02b). In spring 2017, academic deans participated in training on how to evaluate distance education faculty using the rubric. In March 2017, written notice was given to online instructors that their courses would be evaluated per the AFT-District Contract "…including the right to observe classroom activity after prior notice is given to the instructor in writing at any time during the semester or term of the observation" (Rec1c-01, p.5). Faculty were told that academic deans would review their online course shell to verify that each course includes regular, systematic, and substantive student contact based on the definitions in the revised *Distance Education at LACC* document (Rec1a-05). The results of these course shell reviews were shared with the Distance Education Committee and the Vice President of Academic Affairs. Academic deans and Distance Education Committee members met with those faculty members whose course shells did not suggest sufficient regular and effective contact, and discussed ways to increase the level of instructor initiated interaction (Rec1c-06).

On mandatory flex day in fall 2017, the Distance Education Coordinator held a seminar including discussion of the new expectations and best practices related to regular, substantive, and effective interaction (Rec1c-05; Rec1a-18).

Planned Actions (Sustainability)

Moving forward, the course shell evaluation rubric will be distributed to faculty to use in developing and refining their online courses, and the rubric will be used to continue to review course shells. If academic deans note any deficiencies after course shell review, the faculty member will be notified in writing that they must change their approach to interacting with students. If issues persist, the instructor will be told they must complete pedagogy training and get reapproved by the Distance Education Committee prior to being offered another online course. Starting in fall 2017 and for each semester moving forward, the Administration will select random faculty and notify them of online course visits to check for compliance in this area.

The College will continue to ensure that faculty evaluations are consistent with the AFT-District Contract, including comprehensive and basic evaluations of faculty teaching online. Emphasis will be placed on questions in Part A #5 and 7; Part B #1,4,5,6,8,10,12, and especially #16 on whether faculty "initiates regular, systematic, and substantive student contact"; and use of #6,7, and 10 from the student 'Evaluations of Online Instructor' results. (Rec1c-03, pp.189-191; Rec1c-04, pp.216-217).

Evidence of Meeting College Recommendation 1c

Rec1c-01 AFT Contract, page 5
Rec1c-02 Distance Education Course Shell Evaluation Rubric/Checklist for Deans, Spring 2017
Rec1c-02b Regular and Effective Contact Checklist for Deans, Fall 2017
Rec1c-03 AFT Contract, pages 189-191
Rec1c-04 AFT Contract, pages 216-217
Rec1c-05 Faculty Symposium Program, Aug 24, 2017
Rec1c-06 Samples of Completed Distance Education Course Shell Reviews by Deans

Summary of College Recommendation 1

The March 2016 Team Report noted that,

The institution should develop processes, policies, and procedures ensuring that there is regular and substantive interaction with the instructor, initiated by the instructor, and that online activities are included as part of a student's grade. The institution should develop clear procedures for the systematic review of distance education courses based on student success rates and outcomes assessment. The College should also review the support services available to online students to ensure parity with students enrolled in face-to-face courses. (Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38. and the Commission Policy on Distance Education and Correspondence Education.)

The completed and planned actions listed above confirm that the College has resolved these deficiencies, that it meets the accreditation standards and Commission policy, and has plans in place to sustain the changes and improvements made.

College Recommendation 5

In order to meet the standard, the team recommends the College ensure that for every class section offered students receive a course syllabus that includes learning outcomes matching the institution's officially approved course outline of record. (Standard II.A.3).

Completed Actions

The College has an established process for officially approving course student learning outcomes (Rec5-10, p.4). Faculty members submit new and edited SLOs to the SLO coordinator for initial approval. The Curriculum Committee approves the SLOs) and final approval occurs in the Academic Senate (Rec5-11). Approved SLO statements are stored in the official course outline of record in the College's Electronic Curriculum Development system (Rec5-13).

To address the recommendation, in May 2016 the Curriculum Committee and Academic Senate developed and approved a course syllabus template including a requirement that SLOs must match the official course outline of record (Rec5-09). All faculty members were notified via email that they must distribute the addendum to students along with their existing course syllabus (Rec5-07). Starting in summer 2016, the Office of Institutional Effectiveness developed a mechanism to create an addendum for each course with SLOs pulled directly from the official course outline of record in the Electronic Curriculum Development system. (Rec5-14). Prior to the start of each semester, the Office of Institutional Effectiveness downloads updated SLO statements directly from the Electronic Curriculum Development system and places them on the approved syllabus addendum. Moving forward, the Curriculum office will ensure course updates are added to the latest version of the syllabus addendum. The syllabus addenda are posted online and a manual describing the process is sent to all faculty members (Rec5-08). Faculty are reminded that they must include the addendum as an attachment to their syllabus and upload their syllabus to the public SharePoint website (Rec5-05, pp.24-28). This process ensures that every course has a syllabus, that the public has access to the syllabus, and that the SLOs on the syllabus are identical to those on the most recently approved course outline of record.

The Office of Institutional Effectiveness creates compliance reports that indicate the faculty have adapted and are complying with these requirements. Compliance rates were 100% in fall 2016, winter 2017, and spring 2017 (Rec5-12).

Planned Actions (Sustainability)

The Office of Institutional Effectiveness will continue to create and post addenda with updated SLOs prior to each semester and compile compliance reports documenting all faculty members who uploaded their syllabus to the online system. If a faculty member fails to comply, the following steps will occur: (1) Department chair will contact the faculty member, (2) Department dean will contact the faculty member, and (3) Continued non-compliance will result in progressive discipline towards a possible administrative evaluation. The compliance reports will be used in basic and comprehensive faculty evaluations.

As required by contract, faculty must participate in the student learning outcomes assessment cycle, which includes the requirement that all instructors include the "officially approved course SLOs on his or her course syllabi" (Rec5-01, p.189; Rec5-02, p.261). As part of the fall 2017 evaluation of all distance education instructors, and moving forward, academic deans will review online course shells to ensure that syllabi and addenda are posted.

Evidence of Meeting College Recommendation 5

Rec5-01 AFT Contract, page 189
Rec5-02_AFT Contract, page 261
Rec5-04 Academic Senate Approval of Distance Education Coordinator Job Description, Spring 2016
Rec5-05 Academic Affairs Spring 2017 Newsletter, pages 24-28
Rec5-07 Sample Faculty Email about Managing Syllabus and Addendum
Rec5-08 Syllabus Manual, Spring 2017
Rec5-09 Academic Senate Approval of Syllabus Addendum, May 2016
Rec5-10 Course Student Learning Outcomes Assessment Handbook, page 4
Rec5-11 Curriculum Committee Agenda, May 9, 2017
Rec5-12 Syllabus Compliance Report
Rec5-13 Electronic Curriculum Development (ECD) system
Rec5-14 Syllabus addenda uploaded to SharePoint

District Recommendation 1

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

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1). 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; D1.3). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4) 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).

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). 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). 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). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9; D1.10). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11). 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)

College Response

Los Angeles City College used the Adjunct Recruitment Process for all of the 26 adjunct faculty members hired to teach in fall 2017.

Evidence of Meeting District Recommendation 1

D1.1 Ch. X - Article III

[D1.2 May 2017 DAS Agenda](#)
[D1.3 Adjunct Recruitment Process](#)
[D1.4 HR GUIDE](#)
[D1.5 FAQ Adjunct Hiring Process](#)
[D1.6 Recruitment Portal](#)
[D1.7 Example Template PT HEALTH (DR-1)](#)
[D1.8 List of Disciplines Posted](#)
[D1.9 Example Email to Colleges](#)
[D1.10 Example De-identified applicant list](#)
[D1.11 Process for Reviewing Applicants](#)
[D1.12 New Adjunct Hiring List to date](#)

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District Recommendation 2

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

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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; D2.2). 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). 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 1, 2017 moving forward. This process will capture all evaluations as they are due.

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.

Evidence of Meeting District Recommendation 2

D2.1 Evaluation Alert System User 3 0 Manual
D2.2 LACCD_EASY enhancements release - 3.0
D2.3 Evaluation Report

District Recommendation 3

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). 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). The evaluation form was immediately put into practice (D3.3).

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; D3.5).

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; D3.7). 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.

Evidence of Meeting District Recommendation 3

D3.1 Local911_2014-17 Agreement
D3.2 Signed Teamster MOU
D3.3 Deans Evaluation with SLO Assessment
D3.4 Basic Other Academic Administrator
D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor
D3.6 Associate Dean, Strong Workforce
D3.7 Dean of Special Programs and Services

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<u>District Recommendation 4</u>

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)

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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](#), [D4.2](#)), 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 14, 2017 ([D4.3](#)). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on July 24, 2017 ([D4.4](#)).

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](#)) and the development of a Strategic Execution Plan ([D4.6](#)) 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](#)). 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](#)).

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). 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). 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.

Evidence of Meeting District Recommendation 4

D4.1 District Technology Assessment Summary
D4.2 CCCCIO Assessment
D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures
D4.4 Administrative Regulation
D4.5 FMPOC 40J Technology Update
D4.6 Strategic Execution Plan Timeline
D4.7 Backup Plan Update Presentation and Timeline
D4.8 Backup Strategy
D4.9 LACCD IT Infrastructure and Organization Assessment
D4.10 Server Standards

District Recommendation 6

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

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) 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). 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.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6). 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). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

Evidence of Meeting District Recommendation 6

D6.1 2014-2015 Audit p.82-84
D6.2 LACCD SAP Privileged Access Report
D6.3 2015-2016 Audit p.96-98
D6.4 TBA Validation Process
D6.5 CIO CSSO Joint Council Agenda 5 20 16
D6.6 Corrective Action - Audit - August 2016 Presentation
D6.7 2015-2016 Audit p.126-128

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.1). 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, D8.3). 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.

Evidence of Meeting District Recommendation 8

D8.1 Financial Statements
D8.2 Load Banking Memo
D8.3 Load Banking work sheet 2017

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District Recommendation 10

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

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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). The revised Board Rule was approved by the Board on March 8, 2017 and is in effect for the next selection process (D10.2; D10.3).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4). 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 8, 2017 (D10.2; D10.3). The evaluation process went into effect immediately and will be used in the annual evaluation of the Chancellor.

Evidence of Meeting District Recommendation 10

D10.1 Ch. X - Article III
D10.2 March 8 2017 Board Agenda
D10.3 March 8 2017 Board Minutes
D10.4 Ch. X - Article I

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District Recommendation 11

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

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The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1). 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). 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 7, 2016 (D11.3; D11.4). 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)

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) 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.

Evidence of Meeting District Recommendation 11

[D11.1 Admin_Reg_C_12 Previous Version](#)
[D11.2 Admin Ref C 12](#)
[D11.3 Board-Agenda December 7 2016 item C-5](#)
[D11.4 Board Minutes December 7 2016](#)
[D11.5 Board Rule Tracking](#)
[D11.6 Example Crosswalk](#)

Appendix: List of Evidence

Evidence of Report Preparation
D0.1_Accreditation Committee Charge
D0.2 Accreditation Response Plan
D0.3 LACCD Accreditation summary
D0.4 IESS District Accreditation Update
D0.5 DAC Agenda 5-9-2017
D0.6 IESS Agenda
D0.7 September Board Agenda
RP-01 Accreditation Team Timeline for Follow Up Report, February 13, 2017
RP-02 Accreditation Team Agenda, February 13, 2017
RP-03 Accreditation Team Minutes, February 13, 2017
RP-04 College Council Approval of Follow Up Report, October 2017
RP-05 Educational Programs and Institutional Effectiveness Report on Site Visit, March 14, 2016
RP-06 Educational Programs and Institutional Effectiveness Report on Site Visit, May 16, 2016
RP-07 Educational Programs and Institutional Effectiveness PowerPoint on Site Visit, October 19, 2016
RP-08 Academic Senate Minutes, October 6, 2016
RP-09 College Council Minutes, March 6, 2017
RP-10 Academic Senate Approval of Follow Up Report, October 2017

Evidence of Meeting College Recommendation 1a
Rec1a-01 Comparison of Support Services for DE and Traditional Students
Rec1a-02 Academic Senate Approval of Revisions to Distance Education at LACC (Handbook/Plan)
Rec1a-03 Distance Education Best Practices Related to Canvas Course Shells, Summer 2017
Rec1a-04 Distance Education Faculty Expectations, Summer 2017
Rec1a-05 Sample letter to Faculty Concerning DE Course Shell Review, Spring 2017
Rec1a-06 Outcomes of the Distance Education Course Shell Review, May 2017
Rec1a-07 Distance Education at LACC (Handbook/Plan)
Rec1a-08 DE Program Review 2016-17 Unit Planning Objectives
Rec1a-09 DE Program Review 2017-18 Resource Requests
Rec1a-10 List of Faculty Who Completed Online Pedagogy
Rec1a-11 List of Faculty trained in Canvas
Rec1a-12 Distance Education Committee Minutes, May 16, 2017
Rec1a-13 Distance Education Program Review Summary, Spring 2017
Rec1a-14 Distance Education Committee Minutes, October 18, 2016
Rec1a-15 Distance Education 2016-17 annual assessment, PENDING
Rec1a-16 Academic Senate Approval of DE at LACC Additions, October, 4, 2017
Rec1a-17 Screenshot of Canvas Training Home Page
Rec1a-17b Canvas Training
Rec1a-18 PowerPoint from Flex Day on Regular and Effective Contact

Evidence of Meeting College Recommendation 1b

Rec1b-01 Distance Education Program Review Update, 2016-17
Rec1b-02 Student Services Council Minutes, Mar 21, 2017
Rec1b-03 Distance Education Student Survey Results, Fall 2016
Rec1b-04 List of Approved Distance Education Courses by GE and IGETC Areas

Evidence of Meeting College Recommendation 1c

Rec1c-01 AFT Contract, page 5
Rec1c-02 Distance Education Course Shell Evaluation Rubric/Checklist for Deans, Spring 2017
Rec1c-02b Regular and Effective Contact Checklist for Deans, Fall 2017
Rec1c-03 AFT Contract, pages 189-191
Rec1c-04 AFT Contract, pages 216-217
Rec1c-05 Faculty Symposium Program, Aug 24, 2017
Rec1c-06 Samples of Completed Distance Education Course Shell Reviews by Deans

Evidence of Meeting College Recommendation 5

Rec5-01 AFT Contract, page 189
Rec5-02_AFT Contract, page 261
Rec5-04 Academic Senate Approval of Distance Education Coordinator Job Description, Spring 2016
Rec5-05 Academic Affairs Spring 2017 Newsletter, pages 24-28
Rec5-07 Sample Faculty Email about Managing Syllabus and Addendum
Rec5-08 Syllabus Manual, Spring 2017
Rec5-09 Academic Senate Approval of Syllabus Addendum, May 2016
Rec5-10 Course Student Learning Outcomes Assessment Handbook, page 4
Rec5-11 Curriculum Committee Agenda, May 9, 2017
Rec5-12 Syllabus Compliance Report
Rec5-13 Electronic Curriculum Development (ECD) system
Rec5-14 Syllabus addenda uploaded to SharePoint

Evidence of Meeting District Recommendation 1
D1.1 Ch. X - Article III
D1.2 May 2017 DAS Agenda
D1.3 Adjunct Recruitment Process
D1.4 HR GUIDE
D1.5 FAQ Adjunct Hiring Process
D1.6 Recruitment Portal
D1.7 Example Template PT HEALTH (DR-1)
D1.8 List of Disciplines Posted
D1.9 Example Email to Colleges
D1.10 Example De-identified applicant list
D1.11 Process for Reviewing Applicants
D1.12 New Adjunct Hiring List to date

Evidence of Meeting District Recommendation 2
D2.1 Evaluation Alert System User 3 0 Manual
D2.2 LACCD_EASY enhancements release - 3.0
D2.3 Evaluation Report

Evidence of Meeting District Recommendation 3
D3.1 Local911_2014-17 Agreement
D3.2 Signed Teamster MOU
D3.3 Deans Evaluation with SLO Assessment
D3.4 Basic Other Academic Administrator
D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor
D3.6 Associate Dean, Strong Workforce
D3.7 Dean of Special Programs and Services

Evidence of Meeting District Recommendation 4
D4.1 District Technology Assessment Summary
D4.2 CCCCIO Assessment
D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures
D4.4 Administrative Regulation
D4.5 FMPOC 40J Technology Update
D4.6 Strategic Execution Plan Timeline
D4.7 Backup Plan Update Presentation and Timeline
D4.8 Backup Strategy
D4.9 LACCD IT Infrastructure and Organization Assessment
D4.10 Server Standards

Evidence of Meeting District Recommendation 6
D6.1 2014-2015 Audit p.82-84
D6.2 LACCD SAP Privileged Access Report
D6.3 2015-2016 Audit p.96-98
D6.4 TBA Validation Process
D6.5 CIO CSSO Joint Council Agenda 5 20 16
D6.6 Corrective Action - Audit - August 2016 Presentation
D6.7 2015-2016 Audit p.126-128

Evidence of Meeting District Recommendation 8
D8.1 Financial Statements
D8.2 Load Banking Memo
D8.3 Load Banking work sheet 2017

Evidence of Meeting District Recommendation 10
D10.1 Ch. X - Article III
D10.2 March 8 2017 Board Agenda
D10.3 March 8 2017 Board Minutes
D10.4 Ch. X - Article I

Evidence of Meeting District Recommendation 11
D11.1 Admin_Reg_C_12 Previous Version
D11.2 Admin Ref C 12
D11.3 Board-Agenda December 7 2016 item C-5
D11.4 Board Minutes December 7 2016
D11.5 Board Rule Tracking
D11.6 Example Crosswalk

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the City's College

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