College Participatory Governance & Planning Handbook
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Introduction

Purpose of this Document/Contents/Updates
The purpose of this handbook is to memorialize college decision-making and integrated planning to act as a reference for the processes used by college groups to make decisions and to plan for improvements. The principles and practices described in this handbook form the procedures the college will take to make recommendations to the President for action. It describes key campus bodies and outlines roles, responsibilities and accountability of governance committees, councils, and other decision-making groups on campus. The planning process is described so that each interested member of the LATTC community can access information relative to our planning for improvement. This handbook is meant to be written so that any member of the college community can read and understand the governance policies and procedures and the planning process of LATTC.

This handbook includes links and definitions of facets of decision-making that are prescribed in law, regulation, Board rules, and agreements, along with good practices that are the dictates of common sense, are contained in the Appendix. Decision making that is effective is predicated on intelligent communication of needs by and to those charged with making decisions and those accountable for results. This type of broad-based interaction assures groups affected by decisions are able to provide their unique perspective, which in effect leads to better decisions and more effective implementation of those decisions. It assumes dedication and good faith effort on the part of all participants to ensure decisions made are in the best interest of the college and its students from the standpoint of its strategic direction and its day to day operation.

This will serve as a road map of how the college functions and its governance relationships, responsibilities and accountabilities. The goal is to encourage and facilitate greater participation in the decision-making processes so that we continue to effectively deliver quality education and services to our students.

This handbook contains detailed information on the decision-making and planning processes in place at LATTC. It articulates the role of the college constituency groups in the decision-making process. The membership of the committees of the College Council are listed and described in the Appendix. The policies associated with the formation of committees, subcommittees, task forces, or other ad hoc groups is defined in this handbook.

This handbook was assembled by the LATTC College Council Co-chairs, with input from the LATTC President and the LATTC Academic Senate President. Assistance in the development of this handbook was provided during special College Council mini retreats that were conducted during December 2009 and January 2010. In addition the committees of the College Council, the Academic Senate provided information that made up sections of this handbook as well. The collaboration that the college experienced assembling this handbook indicates that working collegially can result in positive results. This handbook was first approved by the College Council on March 8, 2010. It was approved by the Academic Senate on February 22, 2010. Attempts to update this handbook took several years and were finally concluded in May 2015.
The handbook is reviewed annually and updated as needed. Full revision occurs every three to five years in concert with the updated Strategic Educational Master Plan.

**College Mission/Vision/Values/Philosophies**

**Mission**
We provide our students and community with high-quality technical and professional educational opportunities that:

Meet their career development and academic goals;
Foster a climate of life-long learning;
Prepare our students to participate effectively in our society; and
Generate economic development with our educational, governmental, community and business partners.

**Vision**
LATTC will be a global leader known for effectively incorporating leading-edge theories, proven educational practices, hands-on experiences, and technology into our career technical and professional programs, as well as our offerings for our transfer students.

To achieve our vision:
We will be known for our experimentation with new ideas and innovations to improve student success.
LATTC graduates will be in high demand. Many will become community and business leaders and innovators.
We know that a single positive experience – a course, a program, a service, or a person who cares – can be transformational for a student.
We are transforming our institution from being “good” to being “great” – a national and international leader in meeting students’ needs, particularly those (students) at “ground zero” of socio-economic levels.

**Values**
Student Success is Our TRADE…

We are innovative and student-centered, committed to helping all students to improve their academic and career competencies and define and attain their learning objectives whether career technical, professional, transfer, or basic skills. We ensure student success by continually improving our institutional effectiveness and through our core values:

**Teamwork**
We are inclusive and respectful with each other, our students, our community, and all others. Our collaborative relationships, campus-wide and with external partners, optimize the quality,
acceptance, and implementation of our goals. We value diversity in perspective, thought, and culture and believe that it contributes to growth opportunities and innovative solutions.

Relevance
We have an entrepreneurial spirit that fosters the development and implementation of innovative programs and services, technology, teaching methods, and partnerships that are essential and relevant to ensure life-long student success in an ever-changing world.

Accountability
We have integrity and honor the public’s trust by providing high quality programs and services, while using our resources prudently and efficiently. We understand that what we do here not only affects our students, but it also affects their families and communities for generations and we take that responsibility seriously.

Dialogue
In the spirit of participatory governance, we strive to continuously keep the whole campus informed on emerging issues and provide opportunities for input on key decisions. Through this process, we make sound data-based decisions that address multiple perspectives and account for short- and long-term implications.

Excellence
We set and meet the highest of standards to transform the lives of our students and the future of our community. We maintain flexibility to predict and adapt to change and regularly evaluate our programs, systems, facilities, equipment, and teaching methods to incorporate improvements. We recruit the best faculty and staff and commit appropriate resources and time to their continuous development.

Student Success Vision/Philosophy/Definition
Vision. We are committed to working in partnership with our students, helping them develop and strengthen their self-efficacy, academic, technological, and career competencies. They will receive clear and accurate information, support and mentoring from the LATTC faculty and staff, empowering them to achieve their academic, career and life goals.

Philosophy. We believe in students and the inherent talents and abilities they bring with them. We are committed to creating an environment that is dedicated to ensuring success. To that end, we want to partner with students so they are empowered to be independent life-long learners. We will constantly assess what works and does not work by creating a culture of evidence to improve programs and services.

Definition. We define student success as: students possessing the competencies necessary to identify, select, start, continue AND complete LATTC program(s) of study that lead to entry, retention, or advancement in employment and/or transfer to four-year institutions.
Pathways to Academic, Career, and Transfer Success (PACTS)

To ensure all LATTC students succeed, as we have defined it, we have developed an innovative model called Pathways to Academic, Career, and Transfer Success (PACTS) which provides the framework for selection and implementation of specific strategic activities in the Educational Master Plan. Pathways to Academic, Career, and Transfer Success (PACTS) at LATTC are the sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide individuals with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth.

There are two fundamental components of PACTS at LATTC: competencies and programs of study(s) (that provide the structure for students to succeed).

- **Competency.** A competency is the capability to apply or use a set of related comprehensions or knowledge, skills, and abilities required to successfully perform "critical functions" or tasks.
- **Program of Study.** A program of study is comprised of a structured sequence of course(s), within a specified field of study, that culminates in an industry-recognized credential, Certificate of Achievement, Associate of Art or Science (AA/AS) degree, transfer readiness, and/or IGETC (Inter-segmental General Education Transfer Curriculum) Certification.

PACTS are comprised of up to four distinct tiers, representing competencies students attain to reach key milestones in the completion of their unique college and career goal(s). Each tier is comprised of multiple competencies that collectively prepare students to transition and progress through the next tier (which are referred to as “exit” competencies) and/or collectively demonstrate mastery of a program of study.

**Foundational competencies (Tier 1)** are knowledge, skills/abilities and qualities students need to navigate and succeed in the structure and culture of a postsecondary institution, in general, and LATTC specifically, and to complete their individualized, PACTS plan.

**Readiness competencies (Tier 2)** are knowledge, skills/abilities and qualities students attain to demonstrate they are “ready” to enter and progress in a program of study. At LATTC these competencies are commonly referred to as institutional core competencies because all students who are served by the college will make gains in one or more of these competencies.

**Program of study core competencies (Tier 3)** are knowledge, skills/abilities and qualities students demonstrate to successfully complete the required sequence of courses that lead to one or more of the following:
- Industry-recognized credential,
- Certificate of Achievement, and/or
- 30 units in an AA/AS degree and/or transfer program of study.

**Degree and/or transfer program of study competencies (Tier 4)** are knowledge, skills/abilities and qualities students demonstrate to successfully
complete an AA/AS degree, IGETC Certification, and/or transfer program of study.

**Decision-Making**

In the spirit of participatory governance, we strive to keep the whole campus informed on emerging issues and involved in key decision-making. We make sound data-based decisions that address multiple perspectives and account for short- and long-term implications.

**Participatory Governance**

The purpose of participatory governance is to create a collegial environment with common overall goals and objectives for the college, yet recognize different areas of authority and responsibility, different areas of expertise and perspective, and the different needs and wants of college constituent groups. This agreement serves to outline parameters by which participatory governance is achieved at Los Angeles Trade-Technical College. The real strength of Los Angeles Trade-Technical College’s participatory governance is its recognition of the importance of faculty, staff, students, and administrators each contributing to the discussion of college matters. In the implementation of this arrangement, the college president and constituent groups may designate appropriate representatives to the participatory governance process. It is the responsibility of the designees to communicate with their respective constituencies on an ongoing basis in order to best represent them.

Governance relies upon the goodwill of its participants who are committed to clear communication, provision of timely and relevant information, public deliberation, full campus participation, and who support firmly established meeting times with appropriate notification, and provide easily accessed published records. Participatory governance is the set of practices under which college faculty, staff, and students participate in significant decisions concerning the operation of their institutions. Colleges and universities are very special types of institutions with a unique mission---the creation and dissemination of ideas. For that reason, they have created particular arrangements to serve that mission best.

The expectation of the State and accrediting standards is for institutional leaders to create an environment for empowerment, innovation, and institutional excellence. This means that staff, faculty, administrators, and students are encouraged, no matter what their official titles, to take initiative in improving the practices, programs, and services of the areas of the college in which they are involved. When one has an idea for improvement that would have significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

The purpose of the participatory governance process at LATTC is to give voice to the views of the campus community on matters relevant to the functioning of the college, to facilitate the development of college-wide policies and recommendations, and to ensure an environment that promotes student learning and success.
Participatory Governance at Los Angeles Trade Technical College is embodied in the constituencies who gather to participate in the College Council and all of its committees. The purpose of College Council is to ensure that the work of its committees implement the Vision, Mission, and Strategic Goals of the College. The work of the standing committees of College Council should be consistent with the College's mission and strategic goals. The College Council has the responsibility to oversee the college's planning process, ensure that the college meets accreditation standards, and oversee and assess the strategic direction of the College, including review of the College's Strategic Master Plan. Through College Council, recommendations are made to the College President on policies and regulations of the College.

College Council and all of its committees represent only one layer of participatory governance at Los Angeles Trade Technical College. The Academic Senate represents the faculty on academic and professional matters. The various unions represent the faculty, staff and administrator units on wages, hours and working conditions, and on contractual matters. Most of the non-AFT classified staff are members of different bargaining units, who are represented by a single member of the College Council. The Associated Students Organization (ASO) represents the students.

**LATTC Participatory Governance Guiding Principles**
The College Council approved on December 16, 2009 on the following six guiding principles for effective participatory governance (these have been reviewed and updated based on College Council Retreats since 2010):

1. Distributive leadership is the practice that all campus stakeholders have the right and responsibility to play a role in decision-making.
   - Individuals have clear pathways to participate at any level in college wide decision making processes.
   - Committees are empowered to form plans of action, to make recommendations, and to strive for full participation through constituency representation.
   - Engages in self-evaluation to ensure continuous improvement
   - Focuses on policies; it reviews, codifies and validates committee recommendations.

2. Ensure the decision-making process is transparent and consistent
   - There is a repository of information accessible on the website that is updated continuously.
   - The College maintains and regularly reviews the Governance Handbook.
   - There are standard templates for agendas, rosters, minutes, and self-evaluation forms.

3. Representation is broad-based including all stakeholder constituencies. Roles and responsibilities are clearly defined for each stakeholder group with accountability and training.

4. The decision making process is regularly and thoroughly evaluated and assessed on a scheduled timeline for continuous quality improvement.

5. Open communication is valued in philosophy and action. The dialogue is focused on issues and solutions and is appropriate, professional and respectful.
6. The College will notify the campus community in a timely manner of events, activities, programs and challenges affecting the college as a whole by adopting active communication mechanisms, such as:

- A continually updated website
- Newsletters
- Electronic media
- Minutes and agendas that are posted on the web
- Convocations, town halls, surveys, and other avenues
- The college has written policies and procedures that are assessed and updated annually
- E-mail to committee chairs
- E-mail/Blog responses

**Consultation**

Consultation is a mutually respectful discussion between colleagues aimed at sharing and ascertaining opinions or reaching an agreement. In our environment to consult collegially means that parties have a seat at the discussion table and are able to voice their opinions and give input to the discussion/decision. Consultation occurs within the confines of representative committees/groups on campus. Title 5 stipulates, “The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.”

**Role of the President**

In keeping with the provisions of the Education Code, the Board delegates its authority to the Chancellor, gives the Chancellor the autonomy to make decisions without interference, and holds the Chancellor accountable for those decisions. In addition, the Board shares responsibility with the Chancellor for hiring and evaluating the performance of District vice chancellors, college presidents, and the General Counsel.

The Chancellor and the college presidents, through this delegation of authority, consult collegially with the faculty academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The College President seeks input from college leaders through formal recommendations from the Academic Senate and the College Council. Additionally the College President seeks input from other LATTTC constituency leaders through regularly scheduled consultation meetings. The Chancellor and the college presidents provide effective leadership for and support of faculty and staff in the planning, implementation and monitoring of district and college activities while maintaining compliance with state regulations, laws and District policies. The College President considers recommendations in light of agreed upon practices in making the final decision.

**Role of the Academic Senate**

Assembly Bill 1725 and the California Code of Regulations, Title 5 codified the primacy of the Academic Senate in the development of policies and procedures dealing with academic and professional matters and other mutually agreed upon matters. As defined in Title 5, "An Academic Senate for California Community Colleges” was established through ratification by
local academic senates so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.”

Los Angeles Trade-Technical College
Participatory Governance Agreement
Implementing Title 5 — The Role of the Academic Senate

The Los Angeles Trade Technical College Academic Senate and the College President, as the designee of the Los Angeles Community College Board of Trustees, will operate according to the provisions of Title 5, §§53200-53204 of the California Code of Regulations and the Los Angeles Community College District Board of Trustees Board Rules, Chapter XVIII, on behalf of the faculty. The Academic Senate shall develop policy recommendations on academic and professional matters through collegial consultation with the College President, who will “rely primarily” upon the recommendations of the Academic Senate in formulating, changing, and/or approving policies in areas as they relate to the instructional program. Furthermore, Education Code §70902(b)(7) affirms the right of the Academic Senate to assume primary responsibility for making recommendations to the College President in the areas of curriculum and academic standards with respect to academic and professional matters.

A. “Academic and Professional matters” means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Board's designated representative, the college president, and the LATTTC Academic Senate.

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B. "Consult Collegially" means that the Academic Senate and the college president, as the Board of Trustee's designated representative, shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion by:

1. Relying primarily upon the advice and judgment of the academic senate, or

2. Agreeing that the Board, represented by the college president or such representative as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulations, or policy of the Board and/or such designated representatives effectuating such recommendations.

C. COLLEGE ACADEMIC SENATE

The faculty of each college in the District may organize a college Academic Senate for the purpose of faculty government and to establish formal and effective procedures for participation in setting policies on academic and professional matters. The president and administration recognize such a faculty group as representative of faculty opinion and as a consulting body of (LATTC) Los Angeles Trade Technical College campus. The college Academic Senate is a member of the District Academic Senate of the Los Angeles Community Colleges as well as a member of Area C of the State Academic Senate with all rights and privileges afforded to members.

D. LATTC ACADEMIC SENATE

The College President recognizes the LATTC Academic Senate, which is comprised of representatives of college disciplines, as the body responsible for academic and professional matters and other mutually agreed upon matters. The college president will consult collegially with the Academic Senate on academic and professional matters common to the college.

E. SHARED GOVERNANCE

The college president recognizes his/her obligation to consult collegially with the LATTC Academic Senate when adopting policies and procedures on academic and professional matters. The primary function of the LATTC Academic Senate, as representative of the faculty, is to make recommendations to the college president as the designated representative of the Board of Trustees with respect to academic and professional matters.

F. DEFINITIONS

1. "Faculty" means those academic employees of the College who are employed in positions that are not designated as supervisory or management for purposes of the
Educational Employment Relations Act, encompassed in Government Code section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.

G. COLLEGIATE CONSULTATION PROCESS
The Board and/or its designated representative, the college president, through the collegiate consultation process shall rely primarily on the LATTC Academic Senate concerning the following LATTC academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.

2. Degree and certificate requirements.

3. Grading policies.

4. Policies for faculty professional development activities.

5. Processes for program review.

6. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

H. The Board and/or its designated representative shall reach mutual agreement with the LATTC Academic Senate on academic and professional matters by written resolution concerning the following policy areas:

1. Standards or policies regarding student preparation and success; and

2. Educational program development.

3. College governance structures as related to faculty roles.

4. Processes for institutional planning and budget development.

5. Other academic and professional matters as mutually agreed upon between the college president, as the Board's designated representative, and the Academic Senate.

I. In order to facilitate the consultation process, there shall be regularly scheduled meetings, including, but not limited to:

1. The LATTC Academic Senate President and the College President and/or the Board designated representatives;

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2. Between LATTC Academic Senate Executive Committee and the LATTC President’s Senior Staff and

3. Other meetings that the LATTC Academic Senate and/or the College President and/or the designated representatives find will effectuate the consultation process.

J. All recommendations on academic and professional matters which have been developed through collegial consultation with the LATTC Academic Senate shall bear the signature of the LATTC Academic Senate President.

K. RECOMMENDATIONS OF THE LATTC ACADEMIC SENATE

1. Recommendations from the LATTC Academic Senate to the Board and/or the LATTC College President shall be in writing.

2. When the Board and/or its LATTC designated representative relies primarily upon the advice and judgment of the LATTC Academic Senate, the recommendations of the LATTC Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board and/or its LATTC designated representatives, upon written request of the LATTC Academic Senate to the Board and/or its designated representatives, shall communicate its reasons in writing to the LATTC Academic Senate within ten (10) working days.

3. Where the Board and/or its designated representative has provided for mutual agreement with the LATTC Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing such policy exposes the District or LATTC to legal liability or causes substantial fiscal hardship. As provided for in Title 5 53203(d)(2), when agreement has not been reached, the College President as the designee of the Board and/or the LA TTC designated representative may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

L. APPOINTMENT OF REPRESENTATIVES

1. The appointment of faculty members to serve on District committees, task forces, or other groups dealing with academic and professional matters shall be made by the LATTC Academic Senate President after consultation with the President.

2. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the LATTC Academic Senate, with the appointments forwarded to the College President.

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Role of the College Council

College Council is the fully representative participatory governance group on campus. College Council reviews and validates its reporting committee recommendations. The College Council reporting committees are the “workhorse” for the campus in its participatory governance. College Council reporting committees forward to College Council recommendations that were discussed and approved in their committees. Typically, recommendations made by its reporting committees are considered and approved. When a recommendation is not approved, the
recommending committee may clarify or modify the recommendation and return it to College Council for action.

The reporting committees of College Council make a monthly report to the College Council that should be informational and should take approximately five (5) minutes to present.

Acton items requiring College Council approval that shall be submitted on the approved form:

- Policies
- College-wide processes, such as planning/budgeting
- College Council reporting committee composition
- Results of tasks assigned by College Council to its reporting committees
- College master plans
- College mission, vision, values

**Role of Associated Student Organization**

The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students and that recommendations and positions developed by students are given every reasonable consideration. The College shall recognize the LATTC Associated Student Organization (ASO) as the representative body of the students to offer opinions and to make recommendations to the president of the college, through the administrator designee or through Direct Consultation (see below), and to the governing board of the District with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with appropriate parties, by the ASO.

**Role of Faculty and Staff Organizations**

Faculty and Staff organizations shall be provided opportunities to participate in the formulation and development of college policies and procedures. The primary method for Faculty and Staff organizations to participate is through membership on College Council, and its reporting committees, and in Direct Consultation (see below). The President will ensure that the recommendations and views of Faculty and Staff are given every reasonable consideration. In all cases, representatives shall be appointed by the leadership of the constituency that they represent.

**Role of the College Administration**

The President has a senior leadership team which will be referred to as the Executive Team. The Executive Team will be involved in the consultation with the Academic Senate Executive Committee and the faculty and staff collective bargaining unit consultations. The Executive Team will act as an advisor to the President on all college matters. The President may designate a member of the Executive Team to be responsible for following up on issues/resolutions, including those that are brought up in consultation.
Direct Consultation
(Academic Senate, AFT Faculty Guild, AFT Staff Guild, ASO, SEIU Local 721, SEIU Local 99, Teamsters, Building Trades)

Regularly scheduled consultation meetings will be arranged between the President, the Executive Team, and each of the campus constituency groups, in turn, for direct consultation on important issues, particularly those related to that group. Consultation meetings are scheduled at set times on a monthly basis as follows:

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<thead>
<tr>
<th>Constituency Group</th>
<th>Meeting Day and Time</th>
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<tbody>
<tr>
<td>Academic Senate</td>
<td>2nd Monday of the Month (1:00)</td>
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<tr>
<td>AFT Faculty Guild</td>
<td>2nd Monday of the Month (12:00)</td>
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<tr>
<td>Teamsters</td>
<td>2nd Monday of the Month (3:00)</td>
</tr>
<tr>
<td>AFT Staff Guild</td>
<td>2nd Monday of the Month (11:00)</td>
</tr>
<tr>
<td>ASO</td>
<td>2nd Monday of the Month (2:00)</td>
</tr>
<tr>
<td>SEIU Local 721</td>
<td>Arranged as Needed</td>
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<tr>
<td>SEIU Local 99</td>
<td>Arranged as Needed</td>
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<tr>
<td>Building Trades</td>
<td>Arranged as Needed</td>
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Collegial Discussion between the AFT Faculty Guild and the Academic Senate

Appointment of faculty to standing and ad hoc college, district, and statewide committees or taskforces shall be made only by faculty representative groups. The college Academic Senate and the collective bargaining agent, the American Federation of Teachers (AFT), shall develop a college agreement that determines representation of faculty based upon the local Academic Senate/AFT agreement.

Further, Title 5, Section 53204 specifically allows for such agreements. The Academic Senate and the bargaining agent acknowledge that their respective spheres of influence and responsibility may in some instances overlap. In general, the two organizations agree that issues pertaining to faculty compensation, working conditions, and terms of employment, such as faculty work load, employee safety, security of employment, and other matters commonly considered to be within the realm of the “employee-employer” relationship, including grievance of same, shall fall within the purview of the AFT Faculty Guild. The two organizations also agree that issues pertaining to academic and professional matters, academic policy, scholastic standards, professional ethics, collegial governance, and other matters commonly considered to be within the realm of “academic and professional” matters shall fall within the purview of the Academic Senate. Further, recognizing that some issues may not fall exclusively into either sphere of responsibility, the AFT Faculty Guild and the Academic Senate agree to mutually resolve the disposition of such matters in accordance with procedures outlined in a written agreement approved by the presidents of the Academic Senate and the AFT Faculty Guild,
respectively. The presidents of the college Academic Senate and the AFT Faculty Guild or their designees shall meet for collegial discussion at least once a semester.

**Appointment of Constituent Representatives**
Appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic, professional or other collegial matters shall be made by the Academic Senate president in consultation with the college president. When prescribed by Article 32 of the collective bargaining agreement between the Board of Trustees of the Los Angeles Community College District and the American Federation of Teachers, Local 1521, AFT Committee representatives may be appointed by the AFT Chapter President. AFT representatives to serve on campus task forces or committees shall be appointed by the LATTC AFT chapter president.

**Collective Bargaining Agreements and Due Process Rights**
Nothing in this agreement shall be construed to impinge upon due process rights of faculty nor shall it impinge upon the rights of faculty or the college regarding any negotiated agreements between the district and the bargaining units.

**Mutual Agreement**
The college president and all constituent groups of Los Angeles Trade-Technical College agree to adhere to the terms of this Participatory Governance Process as set forth in this document. Further, all parties agree to evaluation of the Los Angeles Trade-Technical College Participatory Governance Document every 3 to 5 years or as necessary to reflect updates to constituents’ documents.

**Types of Committees/Groups**

**Councils (see appendix for details)**
A council is a group that is called together for consultation, discussion, advice, etc. It can also be a group of people chosen as an administrative, advisory, or legislative assembly. At the college, councils normally have an ongoing purpose, a formal structure, and an area or college-wide coordinating function.

**Standing Committees (see appendix for details)**
A standing committee is a group of people chosen to consider some matter or function in a certain capacity. At the college, committees normally have an ongoing purpose and a formal structure. Sometimes this purpose is to coordinate the actions of a number of other committees.

**Subcommittees (see appendix for details)**
A subcommittee is a special purpose group that is established by a standing committee to deal with specific issues.

**Ad hoc Committee (see appendix for details)**
This is a temporary committee formed for a specific purpose to address a specific issue or problem, and is formed by a Standing Committee.
**Taskforces (see appendix for details)**
A taskforce is formed with a number of people who are called together to complete a temporary task that involves area or college-wide coordination, which may include non-committee members.

**Advisory Committee (see appendix for details)**
A group formed to make suggestions about what should be done. It is a group that is deemed able to give advice.
### Issues for Decision

<table>
<thead>
<tr>
<th>President’s Goals</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Education Master Plan/College Master Plan</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Curriculum (certificates/degrees/programs) *</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Grading policies *</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Faculty professional development policies *</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Process for program review *</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Faculty roles &amp; involvement in accreditation process *</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>A</td>
<td>D</td>
</tr>
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### Hiring

<table>
<thead>
<tr>
<th>Administrator (LACCD – HR 110)</th>
<th>D</th>
<th>3S</th>
<th>1S</th>
<th>1S</th>
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<th>1S</th>
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</thead>
<tbody>
<tr>
<td>Faculty (LACCD – HR 120)</td>
<td>D</td>
<td>R</td>
<td>3S</td>
<td>1S</td>
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<tr>
<td>Classified (supervisor or classified manager recommend to VP)</td>
<td>D</td>
<td>R</td>
<td>1S</td>
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</table>

### Decision-Making Committees

<table>
<thead>
<tr>
<th>College Council</th>
<th>D</th>
<th>3S</th>
<th>R</th>
<th>4S</th>
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<tbody>
<tr>
<td>Accreditation Steering</td>
<td>A</td>
<td>D</td>
<td>3S</td>
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<tr>
<td>Planning &amp; Budget</td>
<td>D</td>
<td>3S</td>
<td>R</td>
<td>3S</td>
<td>3S</td>
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<tr>
<td>Student Success</td>
<td>D</td>
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<td>Work Environment (see membership Page38)</td>
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<td>Distributed/Distance Learning</td>
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<tr>
<td>Faculty Position Hiring Prioritization</td>
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<td>Professional Growth</td>
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</tbody>
</table>

### Academic Senate 10 + 1

- Rely Primarily On:
  1. Curriculum, including establishing prerequisites and placing courses within disciplines.
  2. Degree and certificate requirements.
  3. Grading policies.
  4. Policies for faculty professional development activities.
  5. Processes for program review.
  6. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

### Reach Mutual Agreement:

- Standards or policies regarding student preparation and success; and
- Educational program development.
- College governance structures as related to faculty roles.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the college president, as the Board’s designated representative, and the Academic Senate.

### Resources:

- LATTC Governance Handbook
- LATTC Academic Senate Agreement
- LACCD Collective Bargaining Agreement – AFT Faculty Guild
- LACCD Collective Bargaining Agreement – AFT Staff Guild
- LACCD Collective Bargaining Agreement – Crafts
- LACCD Collective Bargaining Agreement – Operations
- LACCD Collective Bargaining Agreement – Supervisors, Academic
- LACCD Collective Bargaining Agreement – Supervisors, Clerical
LATTC Decision-Making Flow Chart

LOS ANGELES TRADE-TECHNICAL COLLEGE
COLLEGE COUNCIL
DECISION-MAKING FLOW CHART
MAY 2015

1. COLLEGE COMMITTEE
2. COLLEGE COUNCIL MOTION
3. RECOMMENDATIONS (FORM)
4. NOT APPROVED
5. REVISE & SEND BACK TO COMMITTEE
6. APPROVED
7. WRITTEN APPROVAL & FORMAL REPORT

1a. WRITTEN INDIVIDUAL RECOMMENDATIONS (MAY BE REFERRED TO A COMMITTEE)
3a. NOT APPROVED
3b. REVISE & SEND BACK TO COMMITTEE
5a. DENIED (Written Rationale)
5b. COLLEGE COUNCIL Co-Chair
5c. COMMITTEE OF ORIGIN

REVIEWS BY COLLEGE COUNCIL 4/20/2015
College Planning and Resource Allocation

Guiding Principles of Integrated Planning and Budgeting

The following five principles will be used to guide the development and implementation of an integrated program review, planning, and budget process at the college.

1. The college and district’s mission, goals, and objectives drive the process, particularly as they relate to the achievement of student’s educational goals.

2. The process ensures the opportunity, and responsibility for broad and effective participation by all college stakeholders, including students, faculty, staff, and administration and facilitates continuity of participation from cycle to cycle.

3. The process fosters accountability, is internally consistent, integrates annual and multi-year planning, and is regularly evaluated.

4. The process at each organizational level draws on useful, relevant, and reliable information for self-study of effectiveness, student needs, community requirements, and external imperatives. Responsibility for ongoing reliable and substantial research that supports the program review, planning, and budget process is clearly assigned and carried out.

5. The priorities and recommendations developed in the process guides college decision making; resource allocation; reforms in policies and practices necessary to improve programs and services; and the development, evaluation, revision, and discontinuance of instructional and non-instructional programs and services.

Framework for College Planning

Planning is a process in which a unit/department/division manager, through dialogue and discussion within the unit/department/division, uses information from the program review and plans from other planning levels to identify and document the unit’s strengths, weaknesses, opportunities, challenges, strategic directions, goals, activities, and resources needed.

The forms used in the planning process are designed for annual planning at the unit (i.e., discipline), department, and division levels. Planning is the mechanism used by the college to accomplish its mission. It is the process that enables a unit to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the unit forward to improvement.

Program review relates to planning in this way: information, data, assessment, and findings from the program review are used to develop a unit’s plan. Program review is a comprehensive
evaluation of a unit. In program review, individuals evaluate the unit, based on data gathered, by examining the unit’s successes, areas in need of improvement, and to what extent its mission is being accomplished. Planning concerns how the activities of all units, departments, and divisions of the college are coordinated so the college as a whole functions more efficiently. In short, the focus of program review is on evaluation of a unit while the focus of planning is on direction of a unit, department, and/or division.

Planning relates to resource allocation when resource needs are identified from an evaluation (program review) and a unit plan is developed in order to accomplish the goals and activities of a unit. Planning links to resource allocation by driving the resource request that is connected directly to accomplishing an activity of the unit plan. The ability for a unit to request resources and to be approved for resources is the direct result of a unit demonstrating the need for the resource to fulfill the plan that connects back to the end result of program review to improve the unit. In order for a unit to receive funding above its base allocation, it must be approved through this process. Typical types of resource requests are:

1. **Resources Needed: Capital Items**
   Give a description of the capital items required to carry out the goals and/or activities. Capital items are defined as tangible items with a cost of more than $5,000 dollars and a life expectancy greater than three years (excluding computers). The following questions may be helpful.

   What do you want to do or accomplish with this capital items?

   Where is the physical location that the capital items will be installed? Is this replacing an existing piece of equipment or is it a new installation?

2. **Resources Needed: Facilities**
   Give a description of the facilities required to carry out the goals and/or activities. The following questions may be helpful.

   What do you want to accomplish with this space or modification?

   Where is the physical location of the space?

3. **Resources Needed: Additional Personnel**
   Give a description of the position required to carry out the goals and/or activities. Additional personnel include faculty and non-faculty personnel. The following questions may be helpful.

   Who will be carrying out the activity?

   How much personnel time will be required?

   Is the position part-time or full-time?

   Is the position permanent or temporary?
4. Resources Needed: Budget Augmentation

Give a description of the additional budget required to carry out the goals and/or activities in the plan.

The Planning and Budget Committee voted to review and develop a new allocation model for each unit’s base operating budget. The Strategic Educational Master Plan (SEMP) Strategic Priority #5 is to develop a strategic cost management model, which was developed by the PBC over a three-year period. In the past year (2014-15) it was adapted to fit the College’s #1 Strategic Priority – PACTS. The new Strategic Pathway Funding Model will be piloted in one pathway, Design & Media Arts, in 2015-16.

Integrated Program Review, Planning, and Budget Process

Program Review

All College units (disciplines) prepare a thorough evaluation of their units that is based on data compiled over a specified period and then develop student learning outcomes (SLOs) and program learning outcomes (PLOs). The units Chair/Manager/Supervisor meets with the unit’s faculty/staff to review the data and to discuss areas for improvement. Program Review (APR) is conducted each year by all units in a modularized format to complete all components of a comprehensive evaluation during a five-year period, with the sixth year being a meat analysis of the cycle just completed. The review is based on outcomes from the current period and student learning outcomes or service area outcomes assessment. The analysis involves evaluating the unit’s strengths, weaknesses, opportunities, and challenges to identify the strategic direction of the unit for the coming period.

Unit Plan

The periodic program review informs the planning of the college. The unit plan is derived from the resulting recommendations of the annual program review. The unit plan takes the strategic direction identified in the program review and specifies the objectives and actions that need to be accomplished in order to meet each goal. This is mapped in a matrix with the objective/tasks/person(s) responsible. Budget requests of the unit must be linked to the tasks. The unit must prioritize the budget requests. A rubric developed by the PBC should be used to score the resource request in priority order. The plan must ensure linkage with the college mission, the college strategic plan, district strategic plan, and the accreditation standards.

Department Plan

Each unit submits its unit plan to their department/program dean or manager. The dean/manager meets with the units to develop the department plan and prioritizes budget requests from the department.
College Committee Plans
Each college committee will evaluate its plan on an annual basis and review what was accomplished and adopt the strategic direction of the committee for the coming year.

Division Plan
Each department submits its plan to the division vice president for development of the division plan. The division dean/managers work together to prioritize division budget requests for submission.

Planning and Budget Committee (PBC)
The planning and budget committee receives all division plan and prioritized budget requests and ensures alignment of the plans with the college and district strategic plan and the goals for the year as set by College Council at their Annual Retreat. The Budget Subcommittee prioritizes all division and college committee requests for submission to the full PBC for recommendation to College Council. The PBC in conjunction with the President arranges communication venues to the campus community throughout the process.

College Council
Receives a recommendation from the PBC for the annual operating plan linked with the budget and approves and sends it to the President for final approval.
Conceptual Framework for Planning

Integrated Planning Process

Our current college budget process has ongoing obligated expenses that are carried over each fiscal year. The process of allocating additional resources is as follows:

1. At the completion of the annual plan, requests for resources are listed in the form of facilities, technology, human resources, equipment, training, research, et cetera in order of priority. (There can only be one # 1, one # 2, one # 3, etc.) The PBC developed a rubric as a guide to this prioritization process.

2. Each department takes the resource requests from the disciplines/units and assigns a department ranking based on consensus of selected members of the disciplines/units. (There can only be one # 1, one # 2, one # 3, etc.) A discipline/unit’s priorities must stay
in order. For example, a unit’s # 1, # 2, # 3 may be selected before you take another unit’s # 1; however you cannot take one unit’s # 1, then another unit’s # 2 before you take that other unit’s # 1; the order of priority by the unit stays intact. You can take all the requests of one unit in order before you take another unit’s # 1 request.

3. Once the departments have ranked their resource requests, then the division takes those requests and assigns a ranking based on the approved rubric scored by department chairs, deans and the vice president. The Division sends its prioritized lists back to the departments and units to review. If any unit or department has a dispute over the ranking they must notify the division Vice President within 5 days.

4. The division resource requests with rankings are then provided to the Planning and Budget Committee (PBC). The PBC takes the resource requests from each of the divisions, other than permanent positions, and scores the requests using the approved rubric. There can only be one # 1, one # 2, one # 3, etc. A division’s priorities must stay in order.

5. Once the Planning and Budget Committee has ranked all of the resource requests, the Office of Institutional Effectiveness calculates all scores to produce a ranked list of resource requests. The PBC sends the prioritized list of resource requests to the entire campus via email for 10 working days. At the end of the two week review period, if a person wishes to challenge the ranking of a resource request, that person must notify the co-chairs of the PBC who arrange for a representative to present the reason that the resource in question should be ranked differently. Once the PBC has considered the input regarding the resource request rankings, a final list of resource requests in rank order is produced and sent to the College Council for action. College Council forwards a recommendation regarding resource allocation to the College president.

6. The Planning and Budget Committee is responsible for ensuring that the budget aligns with the all plans.

7. Once the budget has been adopted by the Board of Trustees, it will be published on the PBC website.

Plans Revision Timeline
Each college plan is due at a specified time for updating and revision. The following is the timeline for the next planning cycle of college plan updates.

<table>
<thead>
<tr>
<th>Name of Plan</th>
<th>Period</th>
<th>Committee</th>
<th>Evaluation/Update</th>
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<tbody>
<tr>
<td>(SEMP)</td>
<td>2017</td>
<td>Academic Senate/College Council</td>
<td>Priorities – Fall 2016</td>
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<td>Objectives – Sp 2017</td>
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<td>Actions – Sp 2017</td>
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<tr>
<td>Facilities Master Plan (FMP)</td>
<td>2015 through</td>
<td>Work Environment</td>
<td>Link to updated SEMP – Fall 2017</td>
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<td></td>
<td>2018</td>
<td>College Council</td>
<td>Updated Plan – Fall 2018</td>
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<td>Student Success &amp; Support Plan</td>
<td>Annually</td>
<td>Student Success</td>
<td>Fall each year</td>
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<tr>
<td>(SSSP)</td>
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<td>Academic Senate/College Council</td>
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Approved by College Council: March 8, 2010
Updated and Approved by College Council: June 3, 2015
Updated Planning: December 10, 2015
<table>
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<tr>
<th>Student Equity Plan (SEqP)</th>
<th>Annually</th>
<th>Student Success Academic Senate/College Council</th>
<th>Fall each year</th>
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<tbody>
<tr>
<td>Equipment Replacement Process</td>
<td>2016 through 2025</td>
<td>Work Environment College Council</td>
<td>Work Environment College Council</td>
</tr>
<tr>
<td>Technology Replacement Process</td>
<td>2016 through 2025</td>
<td>Work Environment College Council</td>
<td>Work Environment College Council</td>
</tr>
<tr>
<td>Enrollment Management Process</td>
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</tbody>
</table>
**Los Angeles Trade Technical College**  
**Strategic Educational Master Plan (EMP)**

| Description of Plan | The Strategic Educational Master Plan (EMP) describes the current curriculum and services of Los Angeles Trade Technical College. It also contains enrollment projections by department or area and projected needs for facilities, equipment and personnel. |
| Current Plan Length | 2014 - 2017 |
| Current Plan Approval | Educational Policies Committee Approved on:  
Academic Senate Approved on:  
Planning and Budget Approved on:  
College Council Approved on: |
| Board of Trustees approval |  |
| Plan Revision Cycle | Begins with Mission Review in Spring 2016 |
| Plan Evaluation Process | Plan will be evaluated by the Educational Policies Committee in Fall 2016 |
| Plan Drives |  
- Curriculum  
- Program Viability  
- Unit Plans  
- Budget for hourly (teaching and non-teaching)  
- Facilities |
| Plan is Driven By |  
- Unit Plans  
- Curriculum  
- PLOs/GELOs/ILOs |
| External Plan Data Sources |  
- Labor Market Data  
- Environmental Scan |
| Internal Plan Data Sources |  
- Program Review/Unit plans  
- College FTES goals and actuals  
- PLOs/GELOs/ILOs |
| Standard Plan Content |  
- Title Page  
- Table of Contents  
- Executive Summary  
- Trends and data analysis  
- Program and Discipline  
- Appendix with documentation of meetings where plan was approved |
| Implementation and Oversight | Educational Policies Committee as well as Program Review Committee monitor plan. |
| Links to Resource Allocation |  
- Personnel  
- Equipment  
- Facilities  
- Marketing  
- Technology |
| Committee Responsible for Plan | Educational Policies Committee – Academic Senate |
| Plan website link | http://college.lattc.edu/masterplan/ |
### Los Angeles Trade Technical College

**Facilities Master Plan (FMP)**

<table>
<thead>
<tr>
<th><strong>Description of Plan</strong></th>
<th>The Facilities Master Plan is developed to assure that facilities are programmed, and maintained to support current and future instructional programs and services.</th>
</tr>
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<tbody>
<tr>
<td><strong>Current Plan Length</strong></td>
<td>Fall 2009 – Spring 2014</td>
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<tr>
<td><strong>Current Plan Approval</strong></td>
<td>Work Environment Committee (WEC) College Council Approved on: June 1, 2009</td>
</tr>
<tr>
<td><strong>Board of Trustees approval</strong></td>
<td>January 24, 2010</td>
</tr>
<tr>
<td><strong>Plan Revision Cycle</strong></td>
<td>Every 4 years, next plan operational 2014</td>
</tr>
<tr>
<td><strong>Plan Evaluation Process</strong></td>
<td>Annually - implementation grid evaluated by the WEC in May of each year. Results are reported to College Council at its Summer Retreat.</td>
</tr>
<tr>
<td><strong>Plan Drives</strong></td>
<td>• Plan drives new construction, land acquisition, facility modernization, state scheduled maintenance, and technology</td>
</tr>
</tbody>
</table>
| **Plan is Driven By** | • Strategic Master Plan  
• Educational Master Plan  
• Board Policy related to facilities |
| **Plan Links** | • Technology Master Plan  
• Enrollment Management Plan  
• Educational master Plan |
| **External Plan Data Sources** | Local Environmental Impact |
| **Internal Plan Data Sources** | • Program Review  
• Student demographics  
• Educational Master Plan  
• Enrollment Projections  
• Space Inventory  
• Space distribution |
| **Standard Plan Content** | • Title Page  
• Table of Contents  
• Executive Summary  
• Description of the facility  
• Inventory and assessment of facility  
• Layout of facility  
• Geographic Footprint of facility  
• Facility need by department  
• Proposed 5, 10 and 30 year plans  
• Implementation Grid  
• Appendix with documentation of meetings where plan was approved |
| **Implementation and Oversight** | WEC develops and recommends the plan and assures implementation in a prioritized manner. Oversight monitored by WEC at monthly meetings. |
| **Links to Resource Allocation** | • Bond Funding  
• State Bond Funds  
• Deferred Maintenance Funds  
• Program 100 |
| **Committee Responsible for Plan** | Work Environment Committee |
| **Plan website link** | http://www.lattc.edu/ |
### Los Angeles Trade Technical College

**Student Success & Support Plan (SSSP)**

<table>
<thead>
<tr>
<th>Description of Plan</th>
<th>The Success &amp; Support Plan (CMP) provides the plan for the support of student assessment, orientation, and counseling/advisement. The plan is developed to improve retention, persistence, and success of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Plan Length</td>
<td>Annual</td>
</tr>
<tr>
<td>Current Plan Approval</td>
<td>Student Success Committee Approved on: College Council Approved on:</td>
</tr>
<tr>
<td>Board of Trustees approval</td>
<td>Yes</td>
</tr>
<tr>
<td>Plan Revision Cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>Plan Evaluation Process</td>
<td>Annually</td>
</tr>
</tbody>
</table>
| Plan Drives | • Student orientation  
  • Assessment  
  • Counseling/advisement  
  • Admissions  
  • Student Follow up |
| Plan is Driven By | • Strategic Educational Mater Plan  
  • Curriculum  
  • Student Equity Plan |
| Plan Links | • Strategic Educational Master Plan – through student success initiatives and benchmarks  
  • Student Equity Plan |
| External Plan Data Sources | • Socio-economic Statistics  
  • State statistical data  
  • Demographics from the service area  
  • Middle School through High School data throughout the State |
| Internal Plan Data Sources | • Retention  
  • Persistence  
  • Success  
  • Comparative data on orientation  
  • Comparative data assessment  
  • Comparative data placement  
  • Comparative data Student Education Plan |
| Standard Plan Content | • Title Page  
  • Table of Contents  
  • Executive Summary  
  • Curriculum and Instructions  
  • Component/Activities/Goals/Staffing  
  • Implementation Grid  
  • Appendix with documentation of meetings where plan was approved |
| Implementation and Oversight | Monthly to the Student Success Committee |
| Links to Resource Allocation | • Personnel – through annual unit planning for each component  
  • Supplies – through annual unit planning for each component  
  • Equipment – through annual unit planning for each component  
  • Facilities – through annual unit planning for each component |
| Committee Responsible for Plan | Student Success Committee |
| Plan website link | [http://www.lattc.edu/](http://www.lattc.edu/) |
## Student Equity Plan (SEqP)

### Description of Plan
This plan addresses the status of the five student equity indicators (access, course completion, degree and certificate completion, ESL & basic skills, and transfer) and analyzes specific data by gender, age, ethnicity, and disability.

### Current Plan Length
Annual

### Current Plan Approval
- Student Success Committee: Approved on: 
- College Council: Approved on: 
- Academic Senate: Approved on: 

### Board of Trustees approval
Annually in the Fall.

### Plan Evaluation Process
The plan guidelines from the State Chancellor’s office has a set of five (5) student equity indicators which should be looked at on an annual basis and used to adjust action plans and objectives.

### Plan Drives
- 

### Plan is Driven By
- Strategic Educational Master Plan
- Student Success & Support Plan

### Plan Links
- Strategic Educational Master Plan – issues of equity and student success must be addressed in this plan
- Student Success & Support Plan – issues of assessment and placement and their affect upon student enrollment are studied

### External Plan Data Sources
- External Environmental Scan

### Internal Plan Data Sources
- Student Access, course completion, degree and certificate awards, and transfer rates by age, gender, ethnicity and language are analyzed
- Student assessment, placement, and subsequent success are monitored and analyzed for equity issues

### Standard Plan Content
- Title Page
- Table of Contents
- Executive Summary
- Student Equity Indicators
- Data Trends and Analysis
  - External Scan
  - Internal Scan
  - SWOT
- Plan Guiding Principles
- Goals, Action Plans and Measurable Objectives
- Implementation Grid
- Appendix with documentation of meetings where plan was approved

### Implementation and Oversight
Student Success Committee

### Links to Resource Allocation
- Personnel – tutoring and instructional labs
- Supplies - Assessment tools and analysis
- Facilities – Sufficient tutoring space, computer labs, child care, health services

### Committee Responsible for Plan
Student Success Committee

### Plan website link
| **Los Angeles Trade Technical College**  
| **Equipment Replacement Process (Scheduled Maintenance)** |
| **Description of Plan** | Guides the campus in the repair and replacement of equipment in then academic environment and non-academic areas. |
| **Current Plan Length** | 10-year; annually updated |
| **Current Plan Approval** | Work Environment Committee  
College Council  
Approved on:  
Approved on: |
| **Board of Trustees approval** | No |
| **Plan Revision Cycle** | 10 years – beginning 2015-16 |
| **Plan Evaluation Process** | Annually in Fall |
| **Plan Drives** | Physical Plant Department Plan  
Scheduled Maintenance Plan |
| **Plan is Driven By** | • Strategic Educational Master Plan |
| **External Plan Data Sources** | • LACCD Standards  
• Regulatory Requirements |
| **Internal Plan Data Sources** | • Program Review |
| **Standard Plan Content** | • Title Page  
• Table of Contents  
• Executive Summary  
• Inventory of equipment and aging  
• Implementation Grid  
• Appendix with documentation of meetings where plan was approved |
| **Implementation and Oversight** | WEC develops year-by-year implementation grid with responsible Physical Plant Staff accountability and timeline. |
| **Links to Resource Allocation** | All resource allocation is linked through the Physical Department annual plan |
| **Committee Responsible for Plan** | Work Environment Committee |
| **Plan website link** | [http://www.lattc.edu/](http://www.lattc.edu/) |
### Los Angeles Trade Technical College

**Technology Replacement Process**

<table>
<thead>
<tr>
<th>Description of Plan</th>
<th>Guides the campus on the use of technology in an academic environment and supports institutional infrastructure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Plan Length</td>
<td>2016 through 2015; reviewed annually</td>
</tr>
<tr>
<td>Current Plan Approval</td>
<td>Work Environment Committee Approved on: College Council Approved on:</td>
</tr>
<tr>
<td>Board of Trustees approval</td>
<td>No</td>
</tr>
<tr>
<td>Plan Revision Cycle</td>
<td></td>
</tr>
<tr>
<td>Plan Evaluation Process</td>
<td></td>
</tr>
</tbody>
</table>

#### Plan Drives

- IT unit plan

#### Plan is Driven By

- Strategic Educational Master Plan

#### Plan Links

- It is driven by the Strategic Educational Master Plan
- It is associated with the Facilities Master Plan for physical space, infrastructure, and funds for scheduled maintenance

#### External Plan Data Sources

- LACCD Technology Standards
- LACCD SSIT Recommendations

#### Internal Plan Data Sources

- Student Survey
- Employee Survey
- Equipment Survey (Hardware & Software)
- Infrastructure survey
- Trade Journals, Conferences, Conventions, Site Visits

#### Standard Plan Content

- Title Page
- Table of Contents
- Executive Summary
- Inventory of equipment and software
- Implementation Grid
- Appendix with documentation of meetings where plan was approved

#### Implementation and Oversight

- TEC develops year-by-year implementation grid with responsible IT Staff accountability and timeline.

#### Links to Resource Allocation

- All resource allocation is linked through the IT department annual plan which flows through the PBC to College Council

#### Committee Responsible for Plan

- Work Environment Committee

#### Plan website link

- [http://www.lattc.edu/tec](http://www.lattc.edu/tec)
## Los Angeles Trade Technical College

### Enrollment Management Plan (EMaP)

<table>
<thead>
<tr>
<th>Description of Plan</th>
<th>The Enrollment Management Plan (EMaP) is intended to guide the growth of the college enrollment through recruitment, retention, and persistence. This plan allows the college to meet its enrollment targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Plan Length</td>
<td>2010 - 2011</td>
</tr>
</tbody>
</table>
| Current Plan Approval | Planning and Budget Committee Approved on: 3/4/2010  
College Council Approved on: 3/24/2010  
Academic Senate Approved on: 4/13/2010 |
| Board of Trustees approval | NA |
| Plan Revision Cycle | Plan is updated annually |
| Plan Evaluation Process | |
| Plan Drives | • Marketing  
• Scheduling of classes/catalogue and student and academic services  
• Budget for hourly (teaching and non-teaching) |
| Plan is Driven By | • Strategic Educational Master Plan  
• Unit Plans |
| Plan Links | • Strategic Educational Master Plan – Based upon growth and reduction goals, the EMaP will adjust accordingly |
| External Plan Data Sources | • State mandated FTES targets  
• District Budget and restrictions |
| Internal Plan Data Sources | • Unit plans  
• College FTES goals and actuals  
• College budget as related to hourly allocations |
| Standard Plan Content | • Title Page  
• Table of Contents  
• Executive Summary  
• Trends and data analysis  
• Enrollment Strategies  
• Action Plans  
• Implementation Grid  
• Appendix with documentation of meetings where plan was approved |
| Implementation and Oversight | Plan is monitored on a semester by semester basis by the Academic Council. |
| Links to Resource Allocation | • Personnel  
• Equipment  
• Facilities  
• Marketing |
| Committee Responsible for Plan | |
| Plan website link | [http://www.lattc.edu/](http://www.lattc.edu/) |
Appendices

Resource Links

Title 5 – Governance:
   Academic Senates - [5 CCR § 53200](#)
   Staff - [5 CCR § 51023.5](#)
   Students - [5 CCR § 51023.7](#)

LACCD Board Rules, CHAPTER XVIII, SHARED GOVERNANCE POLICIES:
   Academic Senate:
[http://www.laccd.edu/Board/Documents/BoardRules/Ch.XVIII-ArticleI.pdf](http://www.laccd.edu/Board/Documents/BoardRules/Ch.XVIII-ArticleI.pdf)
   Students:
[http://www.laccd.edu/Board/Documents/BoardRules/Ch.XVIII-ArticleII.pdf](http://www.laccd.edu/Board/Documents/BoardRules/Ch.XVIII-ArticleII.pdf)

The Brown Act:

Rodda Act:

Collective Bargaining Agreements:
[http://www.laccd.edu/Departments/HumanResources/Pages/Union-Contracts.aspx](http://www.laccd.edu/Departments/HumanResources/Pages/Union-Contracts.aspx)
Ethics Statements

Faculty Ethics Statement

I. L.A. Trade-Technical College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of their institutions, provided the regulations do not contravene academic Freedom, they maintain their right to criticize and seek revision. Full time faculty members are committed to Los Angeles Trade-Tech as their primary responsibility, all other employment is secondary and will not impede office hours, committee service or other professional commitments. When considering the interruption or termination of their service, faculty members recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.
V. As members of their community, faculty members have the rights and obligations of all citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have understanding of academic freedom.

Employee Ethics Statement
Los Angeles Trade Technical College is committed to compliance with the law and regulations to which it is subject and to the policies and procedures established by the college. In order to encourage ethical conduct and strengthen and promote ethical practices among college employees, members of the college community, and those who conduct business with the college, LATTC hereby adopts this Code of Ethical Conduct. This Code of Ethical Conduct is an integral part of the college policies and procedures, which also includes the College Vision Statement. LATTC believes that a shared statement of ethical values will strengthen the overall quality of the college community, promote proper conduct among college employees. It is a vital component in the pursuit of the college vision, mission, and values.

LATTC employees shall:

- Uphold the highest standards of intellectual honesty, and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college when dealing with students, coworkers, industry partners, and the public in general.
- Act in a way that promotes healthy working relationships based on mutual trust and support among one’s fellow employees.
- Act so as to value human beings over other assets of the college.
- Act as good stewards of the resources and information entrusted to our care.
- Perform assigned duties and professional responsibilities in such a manner so as to further the LATTC mission.
- Treat fellow employees, students, and the public with dignity and respect.
- Utilize decision-making ability in a capacity that promotes beneficial outcomes and results for our students, our local community, and our industry partners.
- Refrain from discriminating against, harassing, or threatening others.
- Comply with all applicable laws, rules, regulations, and professional standards.
- Respect the intellectual property rights of others.
- Respect differences of opinion and approaches to issues and problems.
- Avoid improper political activities as defined in law.
- Protect human health and safety and the environment in all LATTC operations and activities.
- Refrain from using our employment to improperly advance the interests of a friend or relative.
- Foster a climate of life-long learning and prepare our students to participate effectively in our democratic society.
- Be dedicated and committed to the concepts and ideals of student success.
- Comply with conflict of interest codes by keeping community interest a priority and maintaining transparency (as defined in Board Rule 14000).
Types of Committees/Groups

- Academic Council
  - **Purpose:** Addresses policies and procedures related to administration of instructional programs in the Academic Affairs and the Workforce and Economic Development Divisions.
    - Oversees and ensures compliance with college, district, and board guidelines and recommends campus policy changes when needed.
    - Reviews, analyzes, and updates procedural operations (as needed) to improve communication channels and delivery outputs between academic administration and the faculty.
    - Provides a forum for department chairs to address administrative issues within their areas.
    - Serves as a staff meeting for academic administration and department chairs to address procedural issues related to the administration of a community college instructional program.
  - **Group:** Vice President of Academic Affairs and Workforce Development, Deans of Academic Affairs and Workforce Development and all Department Chairs

- Council of Administration
  - **Purpose:** Addresses issues related to college-wide business and administrative services.
    - Oversees and ensures compliance with college administrative policies and procedures
    - Recommends policy changes when needed
    - Facilitates and coordinates administrative operations
    - Reviews business policy and procedural changes recommended by other constituency groups (Academic Council, Student Services Council)
  - **Group:** Vice President Administrative Services, Managers and supervisors in the Administrative Services Division

- Student Services Council
  - **Purpose:** Address issues related to college-wide operations and Student Services related matters. Disseminate and exchange information related to Student Services.
    - Oversees and ensures compliance with college and District.
    - Facilitates and coordinates Student Services functions.
    - Recommends policy changes when needed.
    - Reviews Student Services policies recommended by other constituency groups (Academic Council, Administrative Council).
o **Group:** Vice President Student Services, Deans of Student Services, Supervisors, Department Chair of Counseling, and Program Managers of the Student Services Division

- **Council of Chairs**
  - **Purpose:** Provides an organizational structure that will allow Chairs to share their knowledge, perspectives, and institutional concerns. Provides a formal structure for shared decision-making by Chairs.
    - Serve as a consultative and advisory group to the President, Vice Presidents, Deans, and the colleges Academic Senate.
    - Provide consistency in the application of College policies;
    - Assist in communication between the divisions and between administrators and faculty;
    - Make recommendations on issues affecting the campus departments
  - **Group:** Department Chairs of Academic Departments and Library

**Standing Committees**
A standing committee is a group of people chosen to consider some matter or function in a certain capacity. At the college, committees normally have an ongoing purpose and a formal structure. Sometimes this purpose is to coordinate the actions of a number of other committees.

Standing committees of the College Council:

- Accreditation Steering Committee
- Planning & Budget Committee
- Student Success Committee
- Work Environment Committee (Advisory)

**Subcommittees**
A subcommittee is a special purpose group that is established by a standing committee to deal with specific issues.

The college subcommittees include:

- Safety – Subcommittee of the Work Environment Committee
- Building User Groups - Subcommittee of the Work Environment Committee
- Facility Master Planning - Subcommittee of the Work Environment Committee
### College Council Committee Information

**College Council**

<table>
<thead>
<tr>
<th>Description</th>
<th>The College Council shall have the responsibility for developing and recommending general policies and philosophy relating to the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Meeting Time/Place</td>
<td>3rd Monday of the month from 1:15-3:00 pm in MA 03</td>
</tr>
<tr>
<td>Meets 12 months</td>
<td>No</td>
</tr>
<tr>
<td>Reports</td>
<td>President</td>
</tr>
<tr>
<td>Committee Charge</td>
<td>To advise, counsel, and make recommendations to the President on all major issues pertaining to the planning, staffing, budget, resource allocations, operations and mission of the college; To set goals and objectives for the college; To develop guidelines that clarify the role and responsibilities of its members.</td>
</tr>
<tr>
<td>Chair(s)</td>
<td>Faculty Co-chair and Administrator Co-chair</td>
</tr>
</tbody>
</table>
| Chair Selection Process and Term of Office | Two year terms, selection of co-chairs staggered
Faculty – odd year; Administrator – even year |
| Membership | **Administration** 3 Vice Presidents |
| | **Academic Senate** 4 members of the Academic Senate |
| | **AFT Faculty** 4 members of the AFT Faculty Guild |
| | **AFT Staff** 2 AFT Staff Guild |
| | **Other Faculty** 1 Chair |
| | **Teamsters** 1 Teamster |
| | **Classified Manager** 1 Classified Manager |
| | **Other Unions** 1 Classified Supervisor
1 SEIU Local 99
1 Building Trades |
| | **ASO** 2 students, appointed by the ASO |
| | **Ex-Officio** President |
| Resource/s | **Researcher** |
| | **Web Master** |
| | **Public Relations** |
| Committees and Subcommittees | Accreditation Steering Committee
Planning & Budget Committee
Student Success Committee
Work Environment Committee
Safety Committee
All BUGs |
| Agenda/Minutes website | [http://comm.lattc.edu/collegecouncil](http://comm.lattc.edu/collegecouncil) |
| Major Reports Required | **Title** | **Date Due** |
| | College Strategic Plan | 2018 |
| Date of Annual Self-Evaluation Process | Committee will complete a self-evaluation annually in April. |
# Accreditation Steering Committee

**Los Angeles Trade Technical College**  
**Accreditation Steering Committee**

<table>
<thead>
<tr>
<th>Description</th>
<th>The Accreditation Steering Committee (ASC) oversees and manages all accreditation and ACCJC-related matters including internal and external reporting on current accreditation status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Meeting Time/Place</td>
<td>Fourth Mondays at 1:30pm</td>
</tr>
<tr>
<td>Meets 12 months</td>
<td>Yes</td>
</tr>
<tr>
<td>Reports</td>
<td>College Council</td>
</tr>
<tr>
<td>Committee Charge</td>
<td></td>
</tr>
</tbody>
</table>
- Oversees/manages all required reports to the Accrediting Commission of Community and Junior Colleges (ACCJC)  
- Prepares/reviews/presents all updates to the LACCD Board of Trustees on the status of college accreditation  
- Manages internal and external communication on current college accreditation status.  
- Recommends to the College President on an annual basis appropriate reassigned time for the Faculty Accreditation Coordinator based on the level of response required by the ACCJC. |
| Chair(s) | Faculty Accreditation Coordinator  
Accreditation Liaison Officer |
| Chair Selection Process and Term of Office | Faculty Accreditation Coordinator is nominated by the Academic Senate with final appointment being approved by the College President. Accreditation Liaison Officer is an administrator appointed by the College President. |
| Membership | Administration  
- College Vice Presidents  
- Accreditation Liaison Officer  
Academic Senate  
- Academic Senate President or designee  
- Faculty Accreditation Coordinator  
AFT Faculty | Local 1521 Chapter President or designee  
Other Faculty | Chair of Chairs or designee  
AFT Staff | Local 1521A Chapter Chair or designee  
Teamsters  
Other union  
ASO | ASO President or designee  
Other staff  
Resource/s |  
- Faculty Chair of Program Review-Assessment Committee  
- Faculty Chair of Program Viability Committee  
- Dean, Institutional Effectiveness  
- Manager, Public Relations  
Subcommittees | None  
Agenda/Minutes website | [http://comm.lattc.edu/asc/](http://comm.lattc.edu/asc/) |
<table>
<thead>
<tr>
<th>Major Reports Required</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accreditation Self Study</td>
<td>• As designated by ACCJC</td>
</tr>
<tr>
<td>• Accreditation Midterm Report</td>
<td>• As designated by ACCJC</td>
</tr>
<tr>
<td>• Follow-up Reports</td>
<td>• As designated by ACCJC</td>
</tr>
<tr>
<td>• Accreditation Annual Report</td>
<td>• March</td>
</tr>
</tbody>
</table>

| Date of Annual Self-Evaluation Process                     | Annually in Spring                            |

Approved by College Council: March 8, 2010
Updated and Approved by College Council: June 3, 2015
Updated Planning: December 10, 2015
## Planning & Budget Committee

### Los Angeles Trade Technical College

### Planning & Budget Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Coordinate all college-wide planning processes, budget activities, and develop and manage a comprehensive, integrated and continuous planning and budgeting process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Meeting Time/Place</td>
<td>4th Thursdays, 1:15 – 3:00 in MA03</td>
</tr>
<tr>
<td>Meets 12 months</td>
<td>Yes</td>
</tr>
<tr>
<td>Reports</td>
<td>College Council</td>
</tr>
</tbody>
</table>
| Committee Charge | • Coordinate budget planning  
• Establish annual planning and budget calendar  
• Evaluates fiscal impact of proposed institutional plans  
• Identifies patterns of change in the college operating environment that may have a significant impact on college budget planning or fiscal operations  
• Assists in the development of plans for acquiring additional college resources |
| Chair(s)    | Faculty Co-chair; Administrator Co-chair                                                                                                                                                       |
| Chair Selection Process and Term of Office | Elected by committee for a two-year term – Faculty in the odd year; Administrator in the even year.                                                                                       |
| Membership  | **Administration** | 3 VPs (all)  
**Academic Senate** | 3  
**AFT Faculty** | 3  
**Other Faculty** | 1 Chair  
**AFT Staff** | 2  
**Teamsters** | 1  
**Classified Manager** | 1  
**Supervisors** | 1  
**ASO** | 1 |
| Resource/s  | Dean, Institutional Effectiveness; Budget Office Rep |
| Subcommittees | None                                                                                                                               |
| Agenda/Minutes website | [http://comm.lattc.edu/pbc/](http://comm.lattc.edu/pbc/)                                                                                                                                           |
| Major Reports Required | **Title** | **Date Due** |  
• Strategic Educational Master Plan | Spring 2017 |
| Date of Annual Self–Evaluation Process | The Committee will complete a self-evaluation annually in April. |
## Student Success Committee

### Los Angeles Trade Technical College

#### Student Success Committee

| Description | The Student Success Committee will identify and establish policies that remove all barriers that impede students from receiving the instruction and support needed to be academically successful. This will include but not limited to recruitment, retention, persistence, and placement. |
|Brown Act | No |
|Meeting Time/Place | 1<sup>st</sup> Thursday of month from 1:15 – 3:00 pm in MA-003 |
|Meets 12 months | No |
|Reports | College Council |

#### Committee Charge

The Los Angeles Trade-Technical College Student Success Committee is charged with identifying best processes and recommending policies that enhance students’ ability to be successful. This includes outreach, recruitment and comprehensive assessment leading to enrollment, retention, persistence and completion.

#### Chair(s)

Two co-chairs, one faculty member and one administrator

#### Chair Selection Process and Term of Office

Every other year a new co-chair selection process

#### Membership

| Administration | VP Student Services  
|                | VP Academic Affairs and Workforce Development  
|                | Dean, Student Services (Counseling)  |
| Academic Senate | 2 Academic Senate designee |
| AFT Faculty | 2 AFT Faculty Guild designee |
| Other Faculty | Chair, Liberal Arts & Sciences  
|                | Chair, Academic Connections  
|                | Chair, English  
|                | Chair, Counseling  
|                | Chair, CTE  
|                | Chair, Math  |
| AFT Staff | 1 AFT Staff Guild designee |
| Teamsters | 1 Representative |
| Other union | ASO President or designee |
| Other staff | **Resource/s**  
|                | Dean or designee, Research and Institutional Effectiveness  
|                | Webmaster  |

#### Subcommittees

- None

#### Agenda/Minutes website

http://comm.lattc.edu/studentsuccess

#### Major Reports Required

<table>
<thead>
<tr>
<th>Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSSP</td>
<td>October/November 2015</td>
</tr>
<tr>
<td>Student Equity Plan</td>
<td>December 2015</td>
</tr>
<tr>
<td>Date of Annual Self-Evaluation Process</td>
<td>The Committee completes a self-evaluation annually in April.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>

- ATD Implementation and Evaluation Plan Annual Reports
- ATD Data Reports
**Work Environment Committee**

<table>
<thead>
<tr>
<th>Los Angeles Trade Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Environment Committee</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>An AFT committee that monitors and reports on the working conditions of the campus and recommendations for Bond Funded projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Meeting Time/Place</td>
<td>1st Monday of each month, 1:15, TE 501</td>
</tr>
<tr>
<td>Meets 12 months</td>
<td>Meets 12 months if necessary</td>
</tr>
<tr>
<td>Reports</td>
<td>College Council</td>
</tr>
<tr>
<td>Committee Charge</td>
<td>• Provide a safe, healthful, and sanitary work environment conducive to effective teaching and learning, including instructional support.</td>
</tr>
<tr>
<td></td>
<td>• Examination of college facilities</td>
</tr>
<tr>
<td></td>
<td>• Recommendations for A, AA &amp; J projects</td>
</tr>
<tr>
<td></td>
<td>• Allocation of office space for faculty and staff</td>
</tr>
<tr>
<td></td>
<td>• Monitor Building User Groups</td>
</tr>
<tr>
<td></td>
<td>• Risk management training</td>
</tr>
<tr>
<td>Chair(s)</td>
<td>Carole Anderson &amp; Craig Barnett</td>
</tr>
<tr>
<td>Chair Selection Process and Term of Office</td>
<td>2 years, elected</td>
</tr>
<tr>
<td>Membership</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>Academic Senate</td>
</tr>
<tr>
<td></td>
<td>AFT Faculty</td>
</tr>
<tr>
<td></td>
<td>Other Faculty</td>
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<tr>
<td></td>
<td>AFT Staff</td>
</tr>
<tr>
<td></td>
<td>Teamsters</td>
</tr>
<tr>
<td></td>
<td>Other union</td>
</tr>
<tr>
<td></td>
<td>ASO</td>
</tr>
<tr>
<td></td>
<td>Other staff</td>
</tr>
<tr>
<td>Resource/s</td>
<td>Subcommittees</td>
</tr>
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<td>Major Reports Required</td>
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<td>Facilities Master Plan</td>
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<td>Each semester</td>
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<tr>
<td>Date of Annual Self–Evaluation Process</td>
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Approved by College Council: March 8, 2010
Updated and Approved by College Council: June 3, 2015
Updated Planning: December 10, 2015
Annual Committee Self-Evaluation & Goal Setting Process

The College Council has three approved methods for evaluating governance:

1) A formative evaluation process to be used at any time throughout the academic year;
2) An annual committee self-evaluation process; and,
3) An annual committee external evaluation process

Typically committee self-evaluations are due by the end of April so the External Committee Evaluation Task Force can complete their work by the end of May for a reporting of the results to the College Council at its annual retreat in June. The elements of these three methods of evaluation are described below.

1. Committee Request for Information (CRI):
The first of evaluation methods can be used at any time during the year and is a committee self-initiated process. A committee may elect to initiate this formative evaluation process when issues needing clarification arise between governance bodies. The committee may also use the formative evaluation as a parking lot for process issues that are unclear within a committee’s procedures but the committee elects to determine how the current process works before making a change. The form used for this purpose is the Committee Request for Information/Action (CRI).

2. Committee Self-Evaluation:
The process for committee self-evaluation asks the committee chair or co-chairs to answer five questions about committee functions. These questions are:

- Please list all dates of meetings that were held by the committee and attach the approved minutes of these meetings.
- What are the main accomplishments/tasks that the committee achieved this academic year?
- What tasks was the committee unable to complete or are still in progress?
- Please list the committee’s prioritized goals for the next academic year.
- Does the committee have any suggestions to improve our participatory governance process or make it more efficient?

As part of the process, the committee completing the self-evaluation should review the document being submitted on its behalf and verify that the evaluation is an authentic reflection of the committee’s work during the evaluation period. The committee chair/co-chairs sign off on the self-evaluation form prior to submitting it to the College Council. This self-evaluation process provides the committee with the opportunity to assess its effectiveness during the academic year and prepare a plan for improvement prior to the findings of the committee external evaluation process.
3. Committee External Evaluation:
The committee external evaluation process for College Council and its reporting committees begins with the identification of task force members appointed by the Teamsters, Local 911 (chairs this task force but is a non-voting member); a faculty member appointed by the Academic Senate; a faculty member appointed by the Faculty Guild, Local 1521; and a staff member appointed by the Staff Guild, Local 1521A. Once this task force is established, the College Council forwards the completed committee self-evaluations that have been submitted. This information serves as the basis for the analysis undertaken by the task force. The task force may then decide to seek additional information from the committee. The committee external evaluation is a two-part process. The first part is a quantitative analysis of a committee’s meeting dates and membership for the year under review. Part two requires the task force to answer eleven questions about committee operations. These questions are:

- Is the committee charter posted?
- Are agendas distributed 48 hours in advance of meeting?
- List the major discussion and information items (Attach additional sheets if necessary).
- List action items.
- List recommendations to College Council, Budget and Planning Committee, or other body.
- What were the outcomes (Approved, Pending, or other)?
- Are committee actions and recommendations consistent with the college strategic master plan? (Specify how—which goals and objectives are addressed?)
- Are committee actions and recommendations consistent with the committee’s charter?
- Based on this evaluation, does the committee charter need to be reviewed?
- What are some of the committee challenges?
- Commendations and recommendations.

The External Committee Evaluation Task Force findings are reported on the approved form and include commendations for the committee and recommendations for improvement in committee processes and operations. These evaluations are delivered to the College Council each year in time for them to be reviewed at the Council’s annual retreat in June. The goal of this timeline is to ensure that a plan to address recommendations is created and implemented at the beginning of the next academic year.

The College Council included in its adoption of the forms an annual evaluation process to be conducted in the spring of every academic year. Each year in April, College Council and its reporting committees will complete the committee self-evaluation form and submit the completed evaluation form with supporting documentation to College Council by May 1st each year. During the month of April, the Committee External Evaluation Task Force will be formed under the auspices of the College Council. (The members of this task force cannot be active members of any of the committees undergoing this evaluation process.) The results of the
committee external evaluation process will be reported to the College Council by the Committee External Evaluation Task Force at its annual retreat in June. Any recommendations for improvement will be discussed at the retreat and a plan for implementing the improvements by the fall will be created and agreed to by the affected governance bodies.
Effective Practices of Participatory Governance

Committee Meeting Agenda and Minutes (including Subcommittees)

- Will be placed on the approved template meeting
- The Agenda for the meeting should be posted at least 48 hours before the meeting. Committee members will be notified via e-mail of the availability of the meeting Agenda with a link to the website.
- The draft of the Meeting Minutes should be made available to the Committee Co-chairs within 72 hours after the meeting.
- Committee Co-chairs will post the Meeting Minutes draft on the committee website within 72 hours of receiving the draft of the meeting minutes and will send an e-mail notification to committee members of the availability of the Meeting Minutes draft with a link to the website.
- College Council will send an e-mail to LATTC_ALL the meeting Agenda and Meeting Minutes Draft within at least 48 hours before the meeting with a link to the website.
- Within 48 hours of the meeting Minutes being approved, the changes should be made and the approved Minutes should be posted on the committee website.

Committee Meetings (including Subcommittees)

Conducting Meetings

- **Quorum** - consists of a majority of the voting members. Substitutes are allowed for College Council Committees, and its reporting committees and Subcommittees but not for the College Council members and can only be done on a meeting-to-meeting basis and may vote except for chair elections.
- **Voting**
  - College Council - a motion passes if a majority of those voting members present vote in favor of the motion.
  - Reporting committees of the College Council - a motion passes if a majority of those voting members present vote in favor of the motion.
- **Committee Chair Removal**
  - If it is determined that a committee chair has 2 unexcused absences to College Council meeting, a Co-Chair of College Council can direct the committee to hold an election to replace him/her.
  - Any committee chair may be recalled by a 2/3 vote of the committee members at large. The recall election may be instituted by a petition signed by 40% of the committee, and filed with the Co-Chairs of College Council. The reasons for recall must be stated in writing. The chair shall have an opportunity at a committee meeting to respond to the reasons for recall before voting takes place. The vote shall be conducted by the Co-Chair of College Council within 3 weeks of the filing of the recall petition.
• Absences - because of the importance of all college constituencies being represented effectively in the participatory governance process, members of the College Council, or its reporting committees, are expected to attend all meetings.
  o Voting members having two (2) unexcused absences in an academic year without an alternate representative (except College Council who does not allow alternative representation) of their constituency attending in their place may be replaced.
  o Absences will be considered unexcused unless a member notifies the Co-Chairs prior to the meeting that the member will not be present and provides a compelling reason (such as a sudden emergency situation) for failing to arrange for an alternate representative to attend the meeting in question.

• Changes to Committee Representation - in the event that a Committee of College Council determines that its representation should be modified, the Co-Chairs of the Committee should bring a recommendation forward to the College Council in the same way that other recommendations are brought before the council.

Committee Responsibilities (including Subcommittees)
It is the responsibility of everyone to work toward achieving the vision, mission and strategic goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the College Council, standing committees, constituency groups, and the campus at large.

Chair Responsibilities
  o Prepare and distribute the agenda.
  o Report on the status of action items.
  o Set the calendar for meetings and retreats (if applicable).
  o Hold meetings once a month during the Fall and Spring semesters.
  o Attend all College Council meetings or notify a co-chair if unable to attend.
  o Submit action items requiring College Council approval on approved form within 3 business days of the committee meeting.
  o Submit a report on motions from the committee.
  o Set annual goals that correspond to the college strategic plan with input from the committee.
  o Review the purpose statement and charge of the committee.
  o Complete the Committee Self-Evaluation on the approved form annually in April to College Council co-chairs; report on the evaluation including achievement of the goals with College Council.
  o Other responsibilities as specified in Collective Bargaining Agreements.

Committee Member Responsibilities
  o Attend all meetings or notify the chair in advance if sending a substitute (if allowed).
- Come to meetings prepared to participate and carry concerns from the constituent group.
- Report back to the constituent group or other college committees the information discussed and actions taken in the committee.
- Listen to all participants during committee meetings and actively contribute to the meeting.
### Glossary of Terms and Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Term</th>
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<tbody>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<td>AA</td>
<td>Administrative Affairs</td>
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<td></td>
<td>Academic Affairs</td>
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<td>Associate of Arts</td>
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<td>AB 540</td>
<td>Undocumented Students</td>
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<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>A&amp;R</td>
<td>Admissions and Records</td>
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<td>ARRA</td>
<td>American Reinvestment and Recovery Act</td>
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<td>Academic Senate</td>
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<td>ASC</td>
<td>Accreditation Steering Committee</td>
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<td>Academic Senate California Community Colleges</td>
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<td>ASO</td>
<td>Associated Students Organization</td>
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<tr>
<td>ATB</td>
<td>Ability to Benefit (Assessment for Financial Aid)</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>BOGG</td>
<td>Board of Governors Fee Waiver Grant</td>
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<td>CAHSEE</td>
<td>California High School Exit Exam</td>
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<td>CalWORKS</td>
<td>California Work Opportunities and Responsibility to Kids</td>
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<td>Computer Applications and Office Technology</td>
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<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
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<td>California Community Colleges Apply</td>
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<td>CCCCO</td>
<td>California Community College Chancellor’s Office</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>CDM</td>
<td>Construction Design and Manufacturing</td>
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<td>Course Outline of Record</td>
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<td>CSAC</td>
<td>California Student Aid Commission</td>
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<td>CTE</td>
<td>Career Technical Education (former Vocational Education)</td>
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<td>DAS</td>
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<td>Family Educational Rights and Privacy Act</td>
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<td>Fiscal Policy and Review Committee</td>
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<td>Faculty Teaching and Learning Academy</td>
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<td>Federal Work Study</td>
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<td>GAIN</td>
<td>Greater Avenues for Independence</td>
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<td>GED</td>
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<td>Learning Skills</td>
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<td>Regional Economic Development Institute</td>
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<td>Sustainable Development Education and Training Institute</td>
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