

MAY 20 2009

# ACCREDITATION EVALUATION REPORT

**East Los Angeles College**

1301 Avenida Cesar Chavez  
Monterey Park, CA 91754

A Confidential Report Prepared for the Accrediting Commission  
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited  
East Los Angeles College on March 23-26, 2009

Dr. Helen Benjamin, Chair

### Recommendation 5: Student Support Services

In order to meet standards, the college should regularly evaluate and augment, if necessary, staffing, services and programs in the student services division to ensure student needs are being met. (II.B; II.B.3.c)

### Recommendation 6: Decision-Making Roles and Processes

In order to meet standards and improve communication and continuity, the team recommends the college fully develop a formal written policy describing its governance and decision-making structures and processes. The policy should define the roles and responsibilities of the constituent groups in governance and then develop methods for the regular assessment of governance and decision making structures, widely distributing the results and using the results for continuous improvement. (IV.A.2; IV.A.5)

## **District Commendations and Recommendations**

**(Shared in Los Angeles City College and Los Angeles Trade Technical College reports)**

The Commission accredits only institutions which award degrees (colleges). Many individual colleges are part of larger systems as is the case in the LACCD. ELAC is one of nine colleges in the district. The Commission recognizes the important role a district plays in the ability of the college to meet the accreditation standards and has established guidelines for visits to districts/systems. In meeting the requirements set forth in the Commission Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, members of three teams visited Los Angeles City College, Los Angeles Trade and Technical College, and East Los Angeles College. Team members spent a half day at the LACCD district office in individual and group meetings with the chancellor, members of the LACCD board of trustees, and key administrators. Team members gleaned information and materials pertinent in verifying the statements made in the three institutional self studies. Throughout the visit, district personnel were available to all team members as needed. In addition, representatives from each team attended a meeting of the board of trustees held during the visit.

The LACCD is the largest multi-college community college district in the nation, serving more than 120,000 students from a wide variety of ethnic, cultural, linguistic and socioeconomic backgrounds. The feeder high schools in the Los Angeles Unified School District have over 700,000 students; 210,000 of whom are undocumented. According to the chancellor, the major challenges for the district are to keep relevant, functional Career and Technical Education (CTE) programs viable, provide quality education through transfer programs, and plan adequately to meet the various needs of the incoming students.

Since the last visit in 2003 for the three colleges seeking reaffirmation in this cycle, the district has made great strides in many areas, including developing a functional map which delineates college and district roles, decentralizing some district functions to the colleges such as faculty hiring and purchasing, providing coordination in accreditation and other areas, and developing a plan for the "greening" of the district. The district has also developed a mechanism for resolving employee issues by establishing a single point of contact (SPOC) at each location with the authority to meet emergency needs of employees.

LACCD faces many challenges and opportunities as the largest and most diverse community college system in the country. The following commendations highlight only a few of the innovative and relevant actions taken by the district in improving the effectiveness of the colleges.

### **District Commendations**

- The district has dedicated considerable resources to planning and applying sustainability principles and practices throughout the district. (IV.B.3.b)
- The district has focused attention on enhancing the skills and abilities of its employees by developing formal staff development programs and activities, e.g., Faculty Teaching and Learning Academy, Administrative Leadership Program, and Project Match. (IV.B.3.b)
- Since 2001, the district has initiated three successful capital facilities bond measures totaling \$5.7B, enhancing the learning environment for students throughout the district service area. (IV.B.3)

### **District Recommendations**

#### District Recommendation 1: Financial Resources and Board Administrative Organization

In order to improve, the post-retirement health liability should be carefully monitored for the potential fiscal ramifications that could arise over the next few years. (III.D.1.c; IV.B.3.e)

#### District Recommendation 2: Board and Administrative Organization

In order to improve, both the district and the college need to evaluate the consistent adherence in practice to the recently developed delineation of operational responsibilities and functions. (IV.B.3.a)

#### District Recommendation 3: Board and Administrative Organization

To meet standards, develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district. Widely communicate the results of the evaluation and use those results as the basis for improvement. (IV.B.3.g)