



# Los Angeles Community College District District Planning Committee



## 2010 District Governance Assessment Report

Approved by DPC: February 26, 2010

### Survey Purpose & Methodology

As the initial step in its assessment of district-level governance and decision making, the District Planning Committee designed and administered a stakeholder satisfaction survey during fall semester 2009. This assessment of district-level governance was undertaken in response to accreditor recommendations received during the spring 2009 “Cityside” round of self study visits at East Los Angeles College, Los Angeles City College, and Los Angeles Trade-Technical College. Asking participants to rank their level of agreement with 21 statements about the quality of district-level governance on a 5-part Likert scale, the survey was designed by the DPC to provide information on the following:

1. Respondents’ estimation of the appropriateness and effectiveness of the roles played by stakeholder groups, including the administration, the District Academic Senate, the collective bargaining groups, and the Associated Students Organization;
2. Respondents’ estimation of the effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
3. Respondents’ estimation of the quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed);
4. Respondents’ overall assessment of administrative and Board support of participatory governance; and
5. Respondents’ overall assessment of the effectiveness of district-wide decision making in relation to the District’s stated mission.

In addition, respondents were invited to offer open-ended observations on the central problems with district-level participatory governance and to suggest solutions that would lead to improved decision making in the LACCD.

		<b>Los Angeles Community College District</b> <b>District-Level Governance &amp; Decision Making Assessment</b>				
<p>This survey is being conducted as part of a formal assessment of the effectiveness of district-level participatory governance and decision making. Your responses to the questions below—and your comments—will be used to improve the structure and processes of current district-level governance committees and councils and to inform the revision of the District Strategic Plan. Please do not complete this survey if you have already responded to it in a different setting.</p>						
<b>Your Location:</b>		ELAC <input type="checkbox"/> LASC <input type="checkbox"/>	LACC <input type="checkbox"/> LATTCC <input type="checkbox"/>	LAHC <input type="checkbox"/> LAVC <input type="checkbox"/>	LAMC <input type="checkbox"/> WLAC <input type="checkbox"/>	Pierce District <input type="checkbox"/>
<b>Your Role:</b>		Administrator <input type="checkbox"/> Dept. Chair <input type="checkbox"/> Faculty <input type="checkbox"/>	Classified Staff <input type="checkbox"/> Classified Manager <input type="checkbox"/> Student <input type="checkbox"/>			
<p>Please indicate your agreement or disagreement with all of the following statements by placing an “X” in the appropriate box on the right.</p>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion / Don't Know
1.	The Administration is appropriately & adequately represented in district-level decision making.					
2.	The District Academic Senate is appropriately & adequately represented in district-level decision making.					
3.	The following collective bargaining units are appropriately & adequately represented in district-level decision making:					
	AFT Faculty Guild 1521					
	AFT Staff Guild 1521A					
	Teamsters					
	Supervisors 721					
	Local 99					
	Buildings & Crafts					
4.	The Associated Students are appropriately & adequately represented in district-level decision making.					
5.	District-level decision making is effective in relation to <u>Budget Development &amp; Resource Allocation</u> .					
6.	District-level decision making is effective in relation to <u>Enrollment Management &amp; FTES Target Setting</u> .					
7.	District-level decision making is effective in relation to <u>Strategic Planning &amp; Strategic Goal Setting</u> .					
8.	District-level decision making is effective in relation to <u>Bond Program Planning &amp; Oversight</u> .					
9.	District-level decision making is effective in relation to <u>Employee Benefits</u> (JLMBC).					
10.	Decisions made through participatory governance at the district level are based on research and data.					
11.	Decisions made through participatory governance at the district level are communicated effectively to all affected stakeholders.					
12.	Decisions made through participatory governance at the district level are followed through on effectively.					
13.	The results of decisions made through participatory governance at the district level are assessed by appropriate committees.					
14.	The LACCD Board of Trustees supports participatory governance.					
15.	The District/college administration supports participatory governance—at the district level.					
16.	<i>Overall</i> , I feel that District-wide decision making is effective in supporting the District’s mission.					
<p>What do you think are the central problems with district-level participatory governance in the LACCD?</p>						
<p>How can we improve district-level participatory governance and decision making?</p>						

Due to the geographical dispersion of the District, the scope of District operations, and the complexity of the relationships between the District Office, the various district-wide constituencies it serves and the governance structures at the nine LACCD colleges, the DPC agreed that it would not be effective or informative to survey all District employees. Instead, the decision was made to focus survey efforts on the faculty, students, staff, and administrators who are directly involved in district-wide decision making bodies and processes. This group includes the following:

- The Chancellor’s Cabinet
- The District Council of Academic Affairs
- The District Council of Student Services
- The District Administrative Council
- The District Academic Senate (Full membership)
- The Executive Board of the American Federation of Teachers Union, Local 1521
- The Executive Board of the AFT 1521A Staff Guild
- The nine College Academic Senates (Full membership)
- The nine College Shared Governance Committees (Full membership, including faculty, administrators, staff, and students)
- The Student Affairs Committee (including the nine ASO college student presidents)

These groups include some 400 to 500 administrative, faculty, professional staff, and student leaders, all of whom play a direct role in District or college-level governance.

Paper copies of the survey were initially distributed to over 100 faculty and administrative leaders at the annual District Academic Senate Leadership Summit on October 2, 2009. This was done in conjunction with a leadership panel discussion on the quality of district-wide governance involving the president of the Board of Trustees, the Acting Chancellor, the District Academic Senate President, the president of the Faculty Guild, the president of the Staff Guild, the Student Trustee, and the Vice Chancellor for Institutional Effectiveness. Paper copies of the survey were also distributed during an accreditation update to attendees at the LACCD/AFT Department Chairs Workshop on October 23, 2009. Thereafter, all district-level administrative councils, all nine college governance councils, all nine college academic senates, and other stakeholder groups were visited by members of the DPC, provided an overview of the governance assessment effort, and invited to complete the assessment online. In all, 311 surveys were completed, with the following stakeholder groups being represented as follows:

<b>Stakeholder Group</b>	<b>Total Responses</b>	<b>Response %</b>
Faculty	124	39.9%
Department Chairs	65	21.0%
Administrators	63	20.0%
Classified Staff	34	11.0%
Managers	8	2.6%
Students (ASO)	9	2.9%
Not Identified	8	2.6%
<b>Total</b>	<b>311</b>	<b>100%</b>

Of this group, it is important to note that since department chairs are also faculty members, the number of faculty respondents totaled 189 and represented 61% of all those submitting a survey.

Distribution of respondents by District location broke down as follows:

<b>Location</b>	<b>Total Responses</b>	<b>% Response</b>
East Los Angeles College	36	11.6%
Los Angeles City College	42	13.5%
Los Angeles Harbor College	28	9.0%
Los Angeles Mission College	22	7.1%
Pierce College	39	12.5%
Los Angeles Southwest College	16	5.1%
Los Angeles Trade-Tech College	34	11.0%
Los Angeles Valley College	35	11.3%
West Los Angeles College	41	13.2%
District Office	7	2.2%
Not Identified	11	3.5%
<b>Total Responding</b>	<b>311</b>	<b>100%</b>

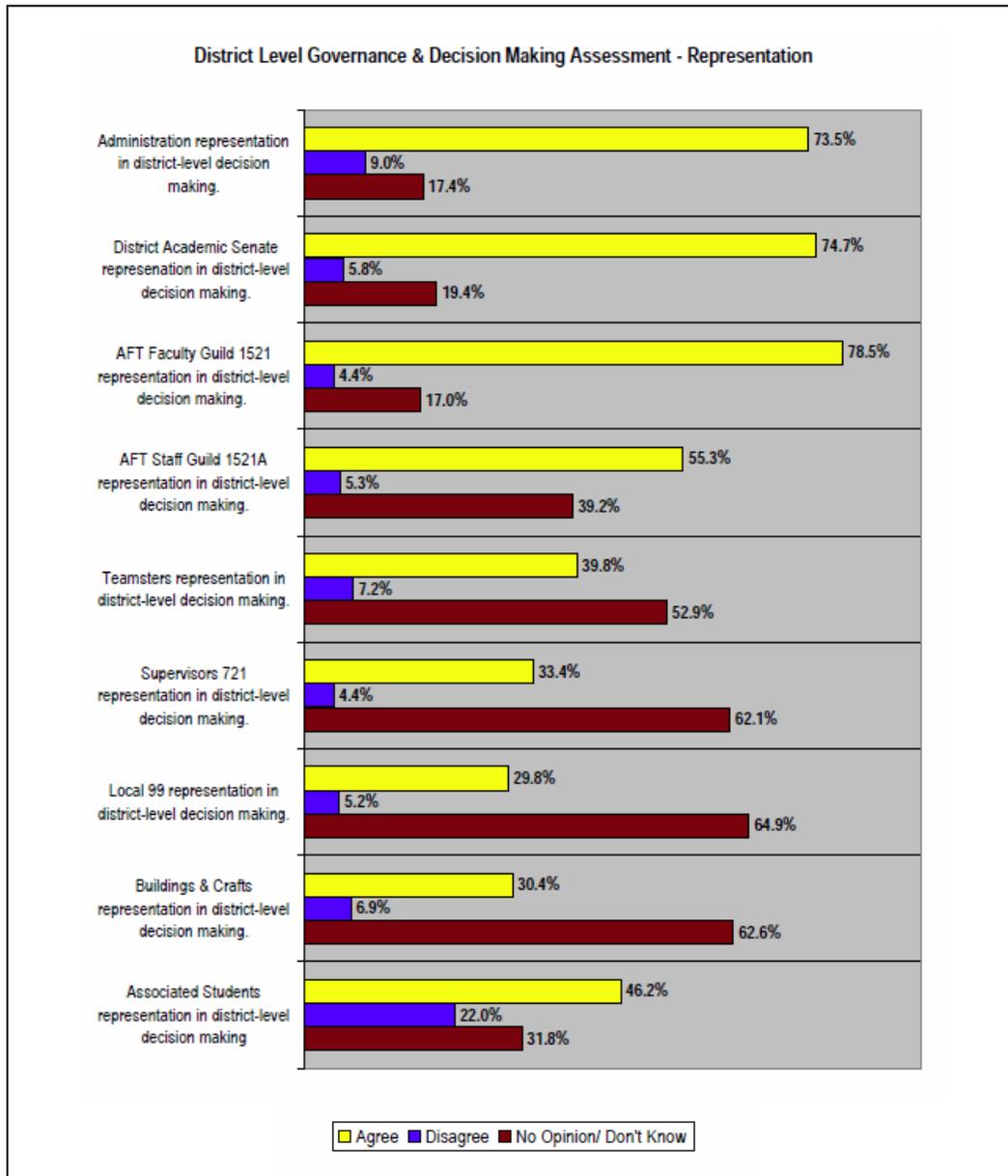
College participation rates generally reflect their relative size, with the exception of West Los Angeles College, which, as one of the District's smaller institutions, submitted the second highest number of surveys.

### **Survey Findings**

Given the current statewide budget crisis and recent budget cuts, and considering the level of discontent that is commonly associated with large, multi-campus college districts, the overall results of the survey are remarkably positive. Responses to the Likert Scale questions were particularly positive in general, while the observations on problems related to participatory governance and suggestions for its improvement offered in the open-ended comments section of the survey were generally more critical.

### **Assessment of Stakeholder Roles and the Quality of District-level Governance**

In response to the first nine survey items addressing the appropriateness and adequacy of stakeholder group representation in district-level governance, most of those surveyed either "strongly agreed" or "agreed" with the notion that all stakeholder groups play an appropriate role and that they are effectively represented:



Both the faculty and the administration are perceived as well represented in district-level decision making, with fewer than 10% of respondents disputing the statement that the administration, the District Academic Senate, and AFT Local 1521 are appropriately and adequately represented. While the number of respondents who “strongly agree” or “agree” that the classified staff, the other unions, and the Associated Students Organizations are well represented is significantly lower in the sample, it should be noted that the majority of those completing the survey indicated that they did not have adequate information on the roles played by these groups. When the “No Opinion/Don’t Know” responses are factored out of the totals, the results for these groups appear to be on par with those of the faculty and the administration.

The Associated Students represent the only stakeholder category associated with any clear concern about its role in District-level governance. While 46.3% of all respondents felt the Associated Students Organizations were well represented, 22% disagreed with this statement—the highest negative rating received by any of the nine stakeholder groups.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
4. The Associated Students are appropriately & adequately represented in district-level decision making.	5.1% (14)	41.2% (114)	15.9% (44)	6.1% (17)	31.8% (88)

Satisfaction with various types of District-level governance and decision making was mixed. Over 66% of respondents either “strongly agreed” or “agreed” that District-level governance is effective in relation to issues of employee benefits, and over 50% also approved the effectiveness of governance in relation to District strategic planning, enrollment management, and FTES goal setting. However, approval ratings were somewhat lower for decision-making processes related to budget and resource allocation and District-wide bond programs. 39% of respondents disputed the effectiveness of bond-related governance processes, and nearly 43% disputed the effectiveness of budget-related decision making.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
5. District-level decision making is effective in relation to Budget Development & Resource Allocation.	6.2% (17)	32.4% (89)	29.1% (80)	13.8% (38)	18.5% (51)
6. District-level decision making is effective in relation to Enrollment Management & FTES Target Setting.	5.5% (15)	44.0% (121)	22.5% (62)	8.7% (24)	19.3% (53)
7. District-level decision making is effective in relation to Strategic Planning & Strategic Goal Setting.	7.3% (20)	44.0% (120)	19.4% (53)	7.0% (19)	22.3% (61)
8. District-level decision making is effective in relation to Bond Program Planning & Oversight.	6.1% (17)	38.6% (108)	25.4% (71)	13.6% (38)	16.4% (46)
9. District-level decision making is effective in relation to Employee Benefits (JLMBC).	14.7% (41)	51.6% (144)	12.5% (35)	8.2% (23)	12.9% (36)

Respondents also indicated some concern about the quality of district-wide decision making processes. Roughly 25% to 30% of respondents disagreed that district-wide decision making is based on research, is followed through on effectively, and involves appropriate assessment. However, the most serious concern about the quality of district-wide governance arose in relation

to communication: nearly half of those surveyed disagreed with the assertion that the results of district-wide participatory governance are communicated effectively to all stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
10. Decisions made through participatory governance at the district level are based on research and data.	4.4% (12)	38.2% (105)	21.8% (60)	4.0% (11)	31.6% (87)
11. Decisions made through participatory governance at the district level are communicated effectively to all affected stakeholders.	4.0% (11)	34.7% (96)	37.9% (105)	9.7% (27)	13.7% (38)
12. Decisions made through participatory governance at the district level are followed through on effectively.	3.3% (9)	36.2% (100)	27.9% (77)	5.4% (15)	27.2% (75)
13. The results of decisions made through participatory governance at the district level are assessed by appropriate committees.	4.0% (11)	32.4% (89)	25.8% (71)	4.7% (13)	33.1% (91)

Interestingly, Board and administrative support of participatory governance was rated relatively highly. Nearly 70% of respondents agreed that the Board of Trustees supports participatory governance at the district level, and 64% indicated similar approval of District and college administrative support.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
14. The LACCD Board of Trustees supports participatory governance.	15.8% (44)	52.5% (146)	10.1% (28)	5.0% (14)	16.5% (46)
15. The District/college administration supports participatory governance-at the district level.	14.9% (41)	49.3% (136)	12.7% (35)	4.0% (11)	19.2% (53)

While 56% of those surveyed affirmed that district-level decision making effectively supports the District's stated mission, a significant percentage of respondents also questioned this claim:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
16. Overall, I feel the District-wide decision making is effective in supporting the District's mission.	5.8% (16)	50.4% (139)	21.4% (59)	5.8% (16)	16.7% (46)

## Problems Identified & Suggestions for Improvement

Prompted by the question “What do you think are the central problems with district-wide participatory governance in the LACCD?” a large number of respondents offered extensive opinions and critiques. Of the total 311 respondents, 146 offered opinions on problems with district-wide decision making. Often touching on a number of different issues in a single comment, their observations were grouped by the DPC into the following topic categories:

Problem Category	# of occurrences
Lack of communication/transparency	51
Need for more college autonomy (decentralization)	27
Insufficient representation of group	26
Issues related to the size and scope of District	15
Need for accountability and leadership	13
Process-related problems	3
Miscellaneous & College-specific Issues	10
N/A or unclear response	10

### Problem #1: Lack of Communication/Transparency

Of the issues identified, lack of robust communication and transparency was by far the most commonly mentioned. Respondents complained about the lack of “two-way communication” between district-level governance groups and the colleges. It was widely felt that information about district-level decisions and the rationale for decisions that are made fail to “trickle down” to the college level. Similarly, it was felt that the colleges often do not have sufficient ability to communicate their perspectives to governance committees at the district level. The following observations are representative of this general concern:

*Lack of communication, clarity of direction when decisions are made. Many things happen but many times information does not get to everyone. And information does not travel in both directions.*

*Frankly it [district-level governance] is opaque unless you are part of the process. The results of the districtwide processes are often a mystery to most faculty, unless they are part of the groups that sit on all of the major college committees.*

*LACK OF COMMUNICATION. There is a problem with. ... representatives not communicating back to the constituents. I don't know where is the central information place where news and issues are shown to the public or the colleges in general, agendas, actions minutes, current issues in consideration.*

*Communication bottlenecks. Certain Vice Presidents are great about information sharing from their meetings at the District while other VP's share nothing. Would recommend that all VP meetings have their agendas noticed or minutes posted on the District website...*

*While I understand that the current financial crisis makes it difficult to fund courses and programs, there is not enough transparency regarding the budget and resource*

*allocation; this causes me to think that decisions are made in secret or based on protecting district-level funding which does not trickle down to the campuses.... Therefore, because I am not aware of district budget allocations, I can only observe that the district itself seems overstaffed and that Administrations at many campuses are bloated....*

Respondents offered a number of suggestions for improving district-wide communications and enhancing the transparency of district-level governance processes, including the following:

- More use of video conferencing
- Use of E-bulletin boards
- Pod-casting committee meetings
- Posting meetings on YouTube
- Posting of committee membership, agendas, and minutes online
- Periodic status reports and updates to the colleges
- Weekly emails from the Chancellor
- More quick periodic surveys district-wide
- Open forums on district-level governance issues
- Periodic district-wide retreats and town hall meetings on key issues
- Professional development to enhance communication
- More committee meetings held at colleges
- More visits by District Office personnel to the colleges
- Implementation of a web page dedicated to fiscal transparency
- Permanent staff dedicated to the general District Office phone

### *Problem #2: College Autonomy (Centralization)*

The second most frequently noted problem related to what might be termed District “over-centralization.” A significant number of respondents felt that the colleges need additional freedom to make their own decisions in order to better serve local communities. This call for greater college autonomy was frequently linked to perceived inequities in the district budget allocation process and to the sense that the District Office is frequently “out of touch” with the needs and priorities of the campuses:

*A one size fits all model is not effective for all the colleges. Colleges that are innovative and effective in serving their community and operating in the black should be able to use their balance to serve the students in their community. Colleges that cannot sustain a full program should cut back on programs/athletic, etc. to run an effective core program.*

*The district does not take into account what is best for each college; and over compensates for colleges who are not effective.*

*Some decisions made by the district are not applicable to each individual campus within the district.*

*The District is too large, too impersonal, and too centered in its own downtown issues.*

*I don't think the district is terribly concerned about what happens at the campus level. There seems to be a major disconnect coming from the district.*

Respondents offered a number of suggestions related to this issue, ranging from a thorough analysis of administrative and governance functions that might be further decentralized to the granting of complete autonomy to District colleges.

*Problem #3: Adequate Representation*

The third most frequently noted problem related to lack of adequate representation of individual stakeholder groups. A few respondents indicated that they felt the unions are overrepresented on district-level governance committees, but in general there was little agreement about which specific groups need additional representation. There were, however, a number of respondents who felt that students need a greater voice in district-level affairs, for example:

*The faculty always seem to end up with more seats on any committee. There should be equal participation on all committees. Students are always shortchanged when it comes to committee composition.*

*From a students perspective it seems as if the "participatory governance" committees and bodies provided by the district to student participants serve only to show a "skin-deep" collaboration between the district and its students.*

Respondents offered a number of suggestions for improving representation on district-wide governance committees, including the following:

- More student representation on district-level governance committees
- Term limits for committee members to encourage broader participation
- Revising committee membership to guarantee inclusion of all stakeholder groups
- Inclusion of the Student Trustee during Board closed sessions

*Problem #4: Size and Scope of District Operations*

The fourth most frequently noted problem related to the size of the District and the scope of its operations. A number of respondents indicated that the geographical dispersion of District locations and the large number of stakeholder groups involved make district-level governance an extremely cumbersome and time-consuming process. The result, according to respondent comments, is to discourage participation, to emphasize the “ceremonial” nature of district-wide governance, and to distance district-level activity from the colleges:

*The size, distance and complexity of the district and colleges create built-in problems at almost all levels.*

*We are a big district with varied needs.... Trying to find one-size-fits-all processes pushed down to the colleges [doesn't] always work.*

*District level participatory governance is difficult for college-based employees due to the difficulty with time constraints and the busy schedule that that campus demands.*

*I think the other problem is that the District is so large, I don't think many colleges have a sound relation with the District because they don't really know what is going on.*

The issues within the remaining problem categories were insufficiently consistent to permit generalization. For example, while some respondents indicated that district-level decision making is too “process oriented,” a number felt that district governance committees need to focus less on process and more on product. And while the need for more accountability, leadership, and follow-through was noted, it was often linked to different leadership groups, such as the Board, the college presidents, or the faculty leadership.

### **Analysis & Discussion of Findings**

As noted in the *District Strategic Plan 2006-2011*, the size of the District represents one of the LACCD’s greatest assets as well as one of our most enduring challenges. The sheer scope of District operations and the geographic dispersion of District assets present a number of serious challenges to district-level governance. Despite the fact that there are more than 55 district-wide committees at work to coordinate District administrative activities and to provide input on policy and decision making—and despite the fact that these committees involve scores of administrative, faculty, staff and student leaders from around the District—many individual stakeholders continue to feel that District-level decision making is a relatively mysterious and opaque process involving minimal college-level input and only a small number of participants.

In addition, the recent statewide budget crisis clearly has had an impact on the responses of some survey takers. Since the District took steps in the late 1990s to “decentralize” some administrative functions from the District level to the colleges, the issue of college autonomy has always taken on increased urgency during budget downturns. This is particularly true at colleges like East Los Angeles College and Pierce College, which have built significant budget surpluses in recent years and where local stakeholders often feel their college is treated unfairly within the District budget allocation process.

The existence of these two perennial concerns may explain why respondents voice so many specific criticisms of District participatory governance while simultaneously giving District-level decision making and Board and administrative support for participatory governance relatively acceptable marks overall.

However, many of the concerns raised by respondents about communication, transparency, and fairness related to district-wide decision making cannot be dismissed. The *District Strategic Plan 2006-11* called for the improvement of district-wide communications and a reassessment of “decentralization” and the District’s budget allocation model:

#### **Objective 4.6 Improve District-wide Communications**

*“Enhance District-wide communications by improving the District phone response system, redesigning and promoting the active use of District and college web sites, issuing regular “state of the institution” reports, publishing timely updates on issues of broad concern, and implementing paperless operations.”*

#### **Objective 4.7 Revisit Decentralization and the District Budget Allocation Model**

*“Assess past efforts to decentralize District functions and explore new ways of improving District/college functional relationships, and, as part of this effort, revise the budget allocation model to guarantee that it supports the educational goals of all colleges equitably, ensures continued District financial stability, and encourages colleges to become fiscally independent.”*

It is clear that the District has more work to do to address both of these strategic objectives and that this work should be a major District priority over the coming 12 to 24 months.

### **Recommendations for Improvement**

Based on the findings of this survey, the District Planning Committee offers the following four recommendations for improving district-wide governance and decision making during the coming year:

#### *Recommendation 1. Implement a District-wide Communications and Transparency Initiative*

Over the next year, the District should implement an initiative aimed at improving district-wide communications with a particular emphasis on improving communications and information dissemination related to district-level budget, bond, planning, and other critical decision-making processes. This initiative should be designed to include the following components:

1. Redesign of the District website to make it more user-friendly and to assure that it provides easy access to:
  - a. District Office organizational charts, including all personnel by unit
  - b. Contact information for all District Office personnel
  - c. Process maps with links to required forms for all key administrative processes
  - d. District-wide committee/council descriptions online with links to agendas and minutes.
2. Use communications technology to facilitate “push reporting” of committee activities and “instant surveys” of campus perceptions and priorities.
3. Monthly posting of all district-level committee/council agendas and minutes on the district website.
4. Implementation of regular District/college informative reports, including a periodic Chancellor’s “Newsletter” and an annual “State of the District” report.
5. Permanent staffing of the District Office general information phone line during regular business hours.

Progress on this initiative should be reported directly to the Planning and Student Success Committee of the Board of Trustees by District executive staff on a bi-annual basis. Full implementation of the five action plans described above should be expected by June 15, 2011.

#### *Recommendation 2. Review the District Budget Process*

As part of the process of renewing the *District Strategic Plan*, the District’s budget process should be reviewed over the next 18 months. This review (already initiated by the Fiscal Planning and Review Subcommittee of the District Budget Committee) should be designed to produce mechanisms that:

- Enforce fiscal accountability at the District and college levels
- Optimize the distribution of financial resources across the District
- Provide adequate funding for basic administrative, educational, and student support services
- Link budget and planning priorities
- Incentivize innovation and student success

Final results of this review should be reported to the District Budget Committee and to the Board of Trustees by June 15, 2011.

*Recommendation 3. Streamline District-level Governance and Planning Processes*

As part of the assessment and revision of the *District Strategic Plan, 2006-11*, District leadership should undertake an in-depth review of all District-level governance processes and structures in order to achieve the following:

1. To the extent deemed practicable and needed, align and simplify district-level governance, planning, and decision-making processes and structures
2. Improve the coordination of District goals and budget priorities
3. Assure that district-level planning and decision making are responsive to local college needs
4. Reduce, whenever possible, the number and meeting requirements of district-wide councils and committees

This review should be completed by the time of the adoption of the new *District Strategic Plan* by June 15, 2011.

*Recommendation 4: Enhance Professional Development on District Governance*

District staff should work with the District Academic Senate and college counterparts to develop a district-wide professional development program to acquaint college and District Office employees and student leaders with district-level governance and decision-making processes, including those involved in strategic and bond program planning, budget development, and enrollment management. This program of enhanced professional development should begin in Fall 2010 and continue during the review and revision of the *District Strategic Plan*. The effectiveness of this effort should then be reviewed as part of the on-going assessment of district-level governance and decision making.

**Limitations of the Study**

This survey itself reflects some of the challenges that complicate district-level governance in the LACCD. The decision to target the survey to those directly involved in college and district-level governance has meant limiting the representation of some stakeholder groups, including local college managers, students, faculty, and staff. Because of time constraints, it was also decided that the District Office of Institutional Effectiveness staff would visit only three of the nine colleges to provide in-depth context for this survey and the complementary assessment of District/college roles and responsibilities. It is clear from respondent comments that a more

thorough orientation to the surveys would have improved completion rates and would have helped respondents understand the survey's institutional purposes and expected outcomes. Time constraints also limited the number of non-campus stakeholder groups that were visited and directly included as part of the survey process. While the various district-level administrative councils, the District Academic Senate, the Faculty Guild Executive Board, the Staff Guild Executive Board, and the Student Advisory Committee were all directly involved, members of other stakeholder groups, including those representing other collective bargaining units, were invited to participate only through their involvement in college-level governance councils.

The following three recommendations are made to improve future assessment processes:

1. It is recommended that the District Planning Committee revise and duplicate this survey within 24 months and that the survey instrument be formally presented by District Institutional Effectiveness staff to the academic senates and college councils at all nine LACCD colleges.
2. It is recommended that the executive boards of all critical stakeholder organizations be directly included in future governance assessments; and
3. It is recommended that provisions be made to increase student participation in the survey process.

Finally, to close the loop on its biennial cycle of governance assessment and improvement, in September 2011 the District Planning Committee should redesign and re-deploy the District-level Governance and Decision-Making Assessment and use it as the basis for a new round of recommendations for improving district-level governance and decision-making processes. The results of this new survey will then form the basis for a new *District-wide Governance Assessment Report*, which will be published in Spring 2012.