Accreditation 2016
SELF EVALUATION

LOS ANGELES CITY COLLEGE

LACC
The City's College.

the City's *College*

LOS ANGELES CITY COLLEGE

**Institutional Self Evaluation Report
in Support of Reaffirmation of Accreditation**

Submitted by:

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

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 7, 2016

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

From: Los Angeles City College; 855 N Vermont Avenue; Los Angeles, CA 90029

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify there was effective participation by the District office and campus community, and believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:
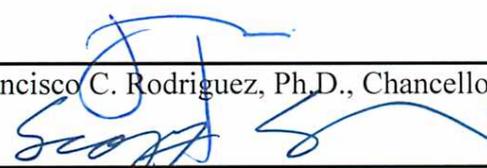
12/9/15

Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District   Date

12/9/15

Scott J. Svonkin, President of the Board, Los Angeles Community College District   Date

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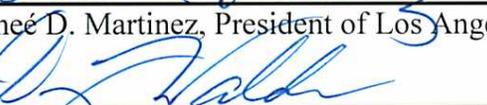
Reneé D. Martinez, President of Los Angeles City College   Date
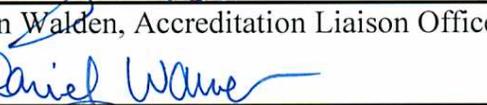
12/4/15

Dan Walden, Accreditation Liaison Officer, Vice President of Academic Affairs   Date

12/1/2015

Daniel Wanner, Accreditation Co-Chair and Academic Senate President, Faculty   Date

12/3/15

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Bryant Woodert, ASG President, Students   Date

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Pamela Atkinson, AFT Classified Staff Guild 1521A, Classified Staff   Date
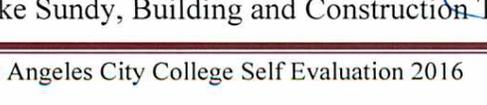
12-2-15

Mike Sundy, Building and Construction Trades, Classified Staff   Date

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Author
TERRY MCMILLAN

Terry McMillan's College

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Student
YEVGENIY VDOVCHENKO

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I. Introduction

History of Los Angeles City College

Los Angeles City College (LACC) is a public community college. The 78-year-old campus is housed on 49 acres in the heart of Los Angeles, located at the east end of Hollywood, west of downtown Los Angeles. LACC is part of the Los Angeles Community College District, which comprises nine separate college campuses and the District office.

The LACC campus site was originally a farm outside of Los Angeles, owned by Dennis Sullivan. When the Pacific Electric Interurban Railroad connected downtown Los Angeles and Hollywood in 1909, the area began to develop rapidly. In 1914, the Los Angeles Board of Education moved the California State Normal School at Los Angeles to the site. The Italian Romanesque campus became what is now the University of California, Los Angeles (UCLA) in 1919. In need of more space, UCLA moved to its present Westwood location in 1929, and the Los Angeles Board of Education bought the site.

Los Angeles Junior College was established on September 9, 1929, by the Los Angeles Board of Education. Dr. William H. Snyder served as the institution's first director. During its first year, it offered only first semester courses. The "semi-professional courses" were for students who wanted to limit their college education to two years, and the "certificate courses" were for those looking to continue toward university work. There were more than 1,300 students taught by some 54 faculty. The first Associate in Arts degrees were conferred on June 19, 1931. Originally, the College was a division of the Los Angeles Secondary School District. In 1931, the governance of the College changed when the electorate voted to establish a separate Los Angeles Junior College District. In 1938, the Board of Education changed the name of the College to Los Angeles City College.

After World War II, LACC faced a deluge of students under the G.I. Bill. In 1947, to address the influx, a second, four-year institution was formed on the same campus, the Los Angeles State College of Applied Arts and Sciences. The attempt proved unwieldy, and, in 1955, the four-year school moved east to become California State University at Los Angeles. In 1954, the school began an eight-year construction program that replaced its original, unreinforced masonry structures with many of the current buildings.

In July 1969, the California State Legislature enacted legislation allowing the separation of the nine-campus Los Angeles Community College District (LACCD) from the Los Angeles Unified School District. A seven member Board of Trustees was elected and formally assumed governance. The other eight colleges in LACCD are East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Pierce College, Los Angeles Trade-Technical College, Los Angeles Valley College, Los Angeles Southwest College, and West Los Angeles College.

Since 2009, LACC has completed the following new buildings and modernizations funded mainly by bonds approved by Los Angeles voters in 2001 (Proposition A), 2003 (Proposition AA), and 2008 (Measure J):

New Buildings	Building Modernizations
Health, Fitness, PE Building (Kinesiology), 2014 Athletic Field/Track, 2013 Student Union Building, 2012 Science and Technology, 2009 Central Plant, 2009 Student Lounge, 2009 Site utilities infrastructure, 2009 Child Development Complex, 2009	Clausen Hall, 2015 Chemistry, 2011 Jefferson Hall, 2011 Life Science, 2011 Franklin Hall, 2010 Food Lab upgrade, 2010

LACC has a long history of serving a wide variety of students. That tradition continues today. LACC's full- and part-time students are from around the state, the country, and the world. The equally diverse faculty, staff, and administration continue to work to keep pace with the changing demographics, educational goals, and skill levels of their students.

Major Developments since the Last Self Evaluation

In the past few years, LACC made great strides to streamline and improve internal processes related to integrated planning and governance, the student experience, and communication.

Improvements to the Integrated Planning and Governance Process. The administration and Academic Senate worked collaboratively to revise the governance structure and planning processes towards improved quality of educational programs and increased student success.

Through the New Model for Governance, the governance structure was reorganized to establish the Strategic Planning Committee (SPC) as the overarching master planning and student success committee. The SPC reports to the Academic Senate on academic issues and reports to the College Council on institution-wide strategic goals and priority setting, and on accountability for student success. Unit-level review, evaluation, and analysis now takes place in the Educational Policies and Program Integrity Committee (EPPIC), which is charged with ensuring the quality of student learning and promoting student success.

Through the revised planning processes described in the Integrated Planning and Governance Handbook, the College improved its ability to assess its 2014-2020 Educational and Strategic Master Plan (ESMP) by (a) aligning supporting plans, including the Human Resources, Technology Resources, Staff and Organizational Development, and Distance Education plans, to ESMP goals and objectives; (b) providing annual review of ESMP measures by oversight governance committees; and (c) creating unit-planning objectives that directly support ESMP measures. In addition, the College defined its institution-set standards as the primary measures of the ESMP. These standards include course completion; persistence; progression; program, degree, and certificate completion; transfer; licensure/certification exam results; job placement;

and enrollment. See Section I.B.3 for more information about institution-set standards. The Integrated Planning and Governance Handbook has become the central document for continuous quality improvement, ensuring that data, transparency, and accountability are at the heart of all College planning processes.

Enhancing the Student Experience. The College ensures that students promptly define their educational and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely fashion. The goal is to provide students a comprehensive and integrated delivery of services to support their academic success. All first-time students must complete three core services in order to receive a priority registration appointment for enrollment: orientation, assessment, and educational planning. As part of this process, all students are required upon successful completion of 15 degree-applicable units or by the end of the third semester of attendance to identify an educational goal or enroll in a personal development class, and to work with a counselor to obtain a comprehensive education plan. To enhance the student experience, the College developed an online orientation and created an additional center for increased student access to assessment. The College also worked to increase outreach by hiring more faculty and staff, instituting an annual breakfast with high school principals and counselors, and providing assessments at local high schools.

To better recognize students for their accomplishments, the College restored the Dean's High Tea annual event. In addition, the College Foundation increased donations for scholarships and programs and created the President's Scholars program to further recognize LACC's many exemplary students.

Improvements in Communication. Faculty and staff engage in the annual classified staff picnic, which provides an opportunity for fellowship. Regular town hall meetings provide all employees opportunities to shape policy and processes. The President sends out fall and spring newsletters to communicate directly to the campus and publishes the "City Chatter" bulletin highlighting monthly events to promote faculty and staff engagement.

In order to improve the accuracy and quality of published information, a marketing task force was created to expand the image of the College, increase campus pride, and improve the morale of the College community. The College adopted the new campus slogan "LA City College, The City's College" and continues to engage in various strategies to enhance current student perception and target prospective students.

ACCJC Program Approvals. The College received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) for a Distance Education Substantive Change proposal for 29 degrees and 12 certificates where 50 percent of the courses may be completed via online instruction. The College also received approval for 14 Associate Degrees for Transfer (ADT): Early Childhood Education, Communication Studies, Music, Psychology, Art History, Political Science, Administration of Justice, Business Administration, English, Journalism, Math, Physics, Studio Arts, and Theatre Arts. As of June 2015, the College already awarded a total of 96 degrees in these programs.

Service Area

Location. The LACC service area includes the majority of Central Los Angeles, Hollywood, and other surrounding areas. The College serves a number of neighborhoods that have large, concentrated populations of specific ethnic and linguistic groups, including Koreatown, Little Armenia, and Thai town, among others. The address is 855 N. Vermont Ave., Los Angeles, CA 90029. The College's primary district-defined service area is a region comprised of 20 zip codes:
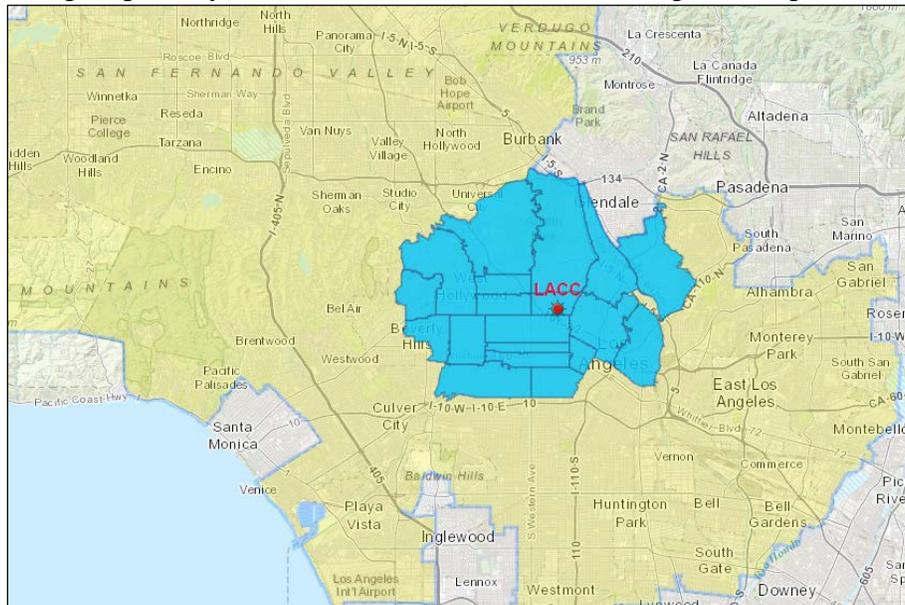
Although students come from the entire Los Angeles area, 10 zip codes account for 40 percent of enrolled students coming from a five-mile radius of the College:
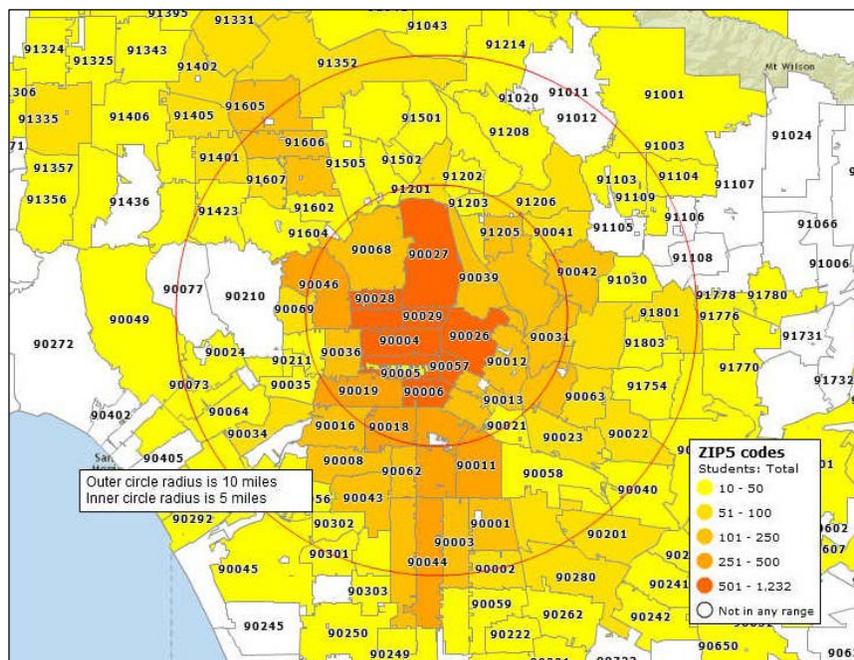
Labor Market. The greater Los Angeles area has a myriad of industries, businesses, and occupations. Due to its geographical and metropolitan composition, employment opportunities for LACC students expand beyond the 20-zip-code service area. Occupational employment projections for Los Angeles County suggest the types of programs to be delivered at the community college level and confirm the viability of the types of career technical education (CTE) programs offered at LACC. The College uses such data to link students to theoretical and practical training that prepare them for employment in Los Angeles County.

							Average Annual Job Openings			2014 First Quarter Wages [5]		Education and Training Levels [7]		
SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022 [1]	Percent Change 2012-2022	Annual Average Percent Change	New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education*	Work Experience	On-the-Job Training
11-9141	Property, Real Estate, and Community Association Managers	11,610	12,870	1,260	10.9%	1.1%	126	262	388	$31.93	$66,407	4	None	None
11-9199	Managers, All Other	21,980	24,460	2,480	11.3%	1.1%	248	481	729	$57.87	$120,381	4	None	None
13-1022	Wholesale and Retail Buyers, Except Farm Products	5,980	6,730	750	12.5%	1.3%	75	149	224	$25.40	$52,826	4	None	None
13-1199	Business Operations Specialists, All Other	32,360	36,170	3,810	11.8%	1.2%	381	444	825	$34.19	$71,112	4	None	None
13-2082	Tax Preparers	3,300	3,570	270	8.2%	0.8%	28	67	95	$17.08	$35,516	4	None	None
15-1134	Web Developers	5,530	7,280	1,750	31.6%	3.2%	175	87	262	$32.92	$68,483	4	None	None
15-1151	Computer User Support Specialists	14,450	17,540	3,090	21.4%	2.1%	309	227	536	$24.74	$51,466	4	None	MT OJT
15-1152	Computer Network Support Specialists	3,580	3,680	100	2.8%	0.3%	10	56	66	$33.55	$69,778	4	None	MT OJT
17-3012	Electrical and Electronics Drafters	1,500	1,750	250	16.7%	1.7%	26	20	46	$26.09	$54,258	4	None	None
21-1011	Substance Abuse and Behavioral Disorder Counselors	2,550	3,190	640	25.1%	2.5%	64	54	118	$15.66	$32,567	4	None	None
21-1093	Social and Human Service Assistants	12,460	14,890	2,430	19.5%	2.0%	243	326	569	$15.15	$31,505	4	None	None
21-1094	Community Health Workers	1,630	1,950	320	19.6%	2.0%	32	43	75	$17.63	$36,685	4	None	None
23-2011	Paralegals and Legal Assistants	8,210	9,710	1,500	18.3%	1.8%	150	133	283	$30.41	$63,252	4	None	LT OJT
23-2093	Title Examiners, Abstractors, and Searchers	2,130	2,430	300	14.1%	1.4%	30	35	65	$21.48	$44,687	4	None	MT OJT

2012-2022 Occupational Employment Projections / Los Angeles-Long Beach-Glendale Metropolitan Division / (Los Angeles County)

SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022 [1]	Percent Change 2012-2022	Annual Average Percent Change	Average Annual Job Openings			2014 First Quarter Wages [5]		Education and Training Levels [7]		
							New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education*	Work Experience	On-the-Job Training
23-2099	Legal Support Workers, All Other	2,810	3,050	240	8.5%	0.9%	24	46	70	$26.63	$55,391	4	None	None
25-2011	Preschool Teachers, Except Special Education	14,640	15,700	1,060	7.2%	0.7%	106	411	517	$14.61	$30,382	4	None	MT OJT
25-3021	Self-Enrichment Education Teachers	8,630	9,800	1,170	13.6%	1.4%	117	147	264	$17.82	$37,049	4	None	MT OJT
25-4031	Library Technicians	2,020	2,200	180	8.9%	0.9%	18	109	127	$20.25	$42,138	4	None	LT OJT
25-9041	Teacher Assistants	35,470	38,680	3,210	9.0%	0.9%	321	805	1,126	[6]	$29,279	5	None	MT OJT
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	4,270	4,580	310	7.3%	0.7%	32	101	133	$28.39	$59,054	5	None	None
27-1026	Merchandise Displayers and Window Trimmers	1,870	2,070	200	10.7%	1.1%	21	49	70	$15.95	$33,194	5	None	None
27-2042	Musicians and Singers	4,440	5,540	1,100	24.8%	2.5%	110	120	230	$40.82	N/A	5	None	None
27-3099	Media and Communication Workers, All Other	12,490	13,380	890	7.1%	0.7%	89	171	260	$23.68	$49,250	5	None	None
27-4011	Audio and Video Equipment Technicians	5,190	5,840	650	12.5%	1.3%	66	94	160	$24.10	$50,130	5	None	None
27-4014	Sound Engineering Technicians	3,080	3,150	70	2.3%	0.2%	7	56	63	$35.53	$73,916	5	None	None
27-4021	Photographers	5,070	5,150	80	1.6%	0.2%	8	53	61	$24.77	$51,527	5	<5 years	MT OJT
27-4099	Media and Communication Equipment Workers, All Other	4,270	4,650	380	8.9%	0.9%	39	53	92	$32.71	$68,028	5	None	LT OJT
29-1126	Respiratory Therapists	4,210	4,770	560	13.3%	1.3%	56	61	117	$35.47	$73,784	5	None	None
29-1141	Registered Nurses	70,160	79,890	9,730	13.9%	1.4%	973	1,360	2,333	$44.86	$93,311	5	None	None
29-2012	Medical and Clinical Laboratory Technicians	5,180	6,750	1,570	30.3%	3.0%	157	136	293	$18.90	$39,305	5	None	None
29-2021	Dental Hygienists	5,320	6,450	1,130	21.2%	2.1%	113	136	249	$50.60	$105,239	5	None	None
29-2031	Cardiovascular Technologists and Technicians	1,110	1,340	230	20.7%	2.1%	23	16	39	$30.79	$64,031	5	None	None
29-2034	Radiologic Technologists	4,380	4,930	550	12.6%	1.3%	55	62	117	$33.39	$69,434	5	None	LT OJT

2012-2022 Occupational Employment Projections
Los Angeles-Long Beach-Glendale Metropolitan Division
(Los Angeles County)

2012-2022 Occupational Employment Projections Los Angeles-Long Beach-Glendale Metropolitan Division (Los Angeles County)													
SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022 [1]	Percent Change 2012-2022	Annual Average Percent Change	Average Annual Job Openings			2014 First Quarter Wages [5]		Education and Training Levels [7]		
							New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education*	Work Experience	On-the-Job Training
29-2041	Emergency Medical Technicians and Paramedics	3,940	4,720	780	19.8%	2.0%	78	108	186	$12.55	$26,092	5	None	LT OJT
29-2051	Dietetic Technicians	780	950	170	21.8%	2.2%	17	8	25	$12.95	$26,932	5	None	ST OJT

Source: California Employment Development Department Labor Market Division (2014)
*Entry level education is coded by the educational completion level: 4 = Associate's degree,
5 = Postsecondary non-degree award (certificate, credential), and 6 = Some college, no degree.

Educational Attainment. The proportion of households below the poverty level in LACC's service area match the proportion found in the Los Angeles County service area. The educational attainment percentages, however, are distributed slightly differently. Thirty-seven percent of the population 25 years and older in LACC's service area have bachelor's degrees or higher degrees while in Los Angeles County the rate is only 30 percent.

Income and Educational Attainment

	Service Area	**LA County**	**California**
Median Household Income	$ 47,132	$54,443	$ 60,185
Percent of household below the poverty level	19.5%	19.0%	16.8%
Educational Attainment, 25 years and older			
Less than 9th grade	14.8%	13.6%	10.1%
9th to 12th grade, no diploma	9.0%	9.5%	8.2%
High school graduate (includes GED)	16.9%	20.4%	20.8%
Some college, no degree	16.4%	19.4%	22.0%
Associate's degree	5.6%	7.0%	7.9%
Bachelor's degree	26.2%	19.7%	19.5%
Graduate or professional degree	11.1%	10.4%	11.5%

Projected High School Graduates. As shown in the chart on the next page, data from external scans indicate that the projected number of high school graduates in Los Angeles will remain flat or decrease during the next five years. This trend has important implications for enrollment at the College, as there is significant competition within and outside of the District for students. (See Quality Focus Essay, Action Project #1.)

Projected Number of High School Graduates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
LOS ANGELES	105,812	104,906	104,982	103,351	100,351	101,541	99,253	97,833	101,434	101,383
CALIFORNIA	420,643	420,483	416,714	416,058	412,251	421,118	417,178	417,407	428,393	431,480
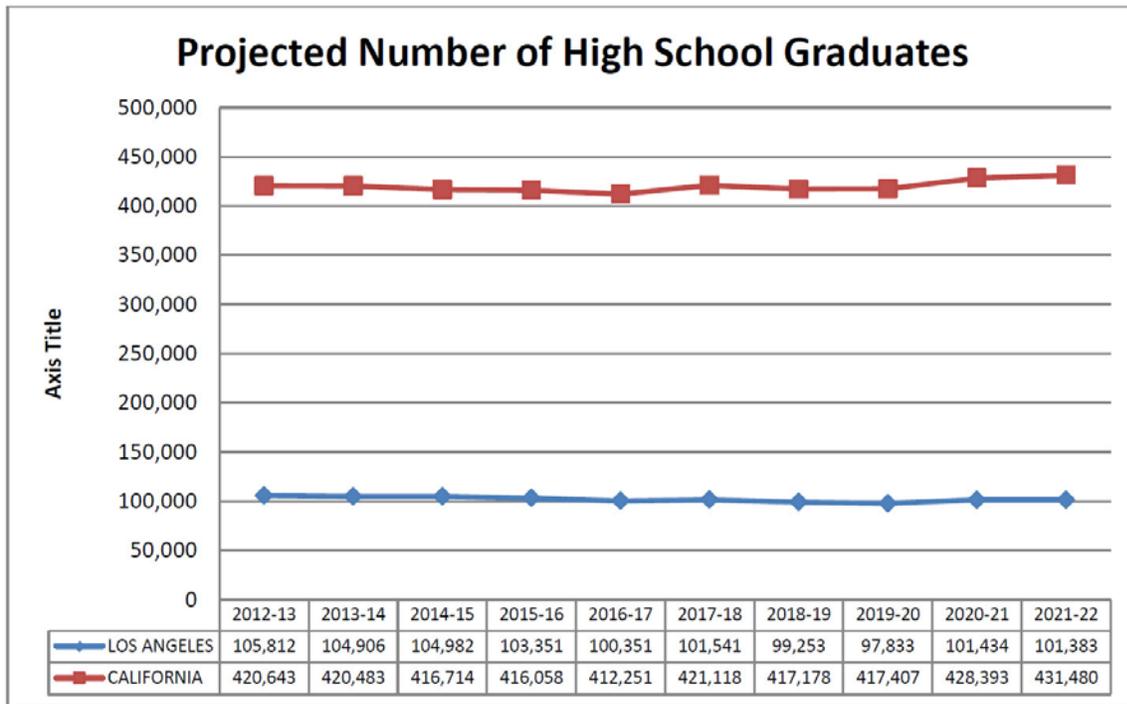
LACC Student Enrollment Data

Headcount. From fall 2010-13, the number of students enrolled in credit courses grew, but, in fall 2014, enrollments dropped 5.8 percent, almost returning to fall 2010 enrollment levels. While the number of students taking only noncredit courses has fluctuated, numbers peaked in 2011. In fall 2014, the number of students enrolled in noncredit courses only accounted for 15.6 percent of the student body.

Unduplicated Headcount, Fall Semesters

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Credit	18,038	18,847	18,848	19,347	18,228
Noncredit Only	2,403	4,525	3,286	2,788	3,373
Total Headcount	**20,441**	**23,372**	**22,134**	**22,135**	**21,601**

Source: LACCD SIS Databases; Retrieved on September 10, 2015

As seen in the following table, over the last five years, annual headcounts have fluctuated, both for credit and noncredit students. At the same time, fall to spring turnovers remained high. In 2014-15, the number of students enrolled only in noncredit courses accounted for 19.2 percent of the overall student body.

Unduplicated Headcount, Academic Year

	2010-11	2011-12	2012-13	2013-14	2014-15
Credit	26,552	26,891	25,863	29,318	27,378
Noncredit Only	6,461	8,785	6,140	5,805	6,491
Total Headcount	**33,013**	**35,676**	**32,003**	**35,123**	**33,869**

Source: LACCD SIS Databases; Retrieved on September 10, 2015

In 2014-15, the College had a significant drop in Full-Time Equivalent Students (FTES). Compared to the 2010-11 academic year, the drop for credit FTES was about five percent and for noncredit it was over 46 percent. In 2014-15, credit enrollment accounted for about 93 percent of FTES.

Full-Time Equivalent Students, Academic Year

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit	13,239	12,906	12,300	13,165	12,619
Noncredit	1,687	1,871	1,084	941	911
Total FTES	**14,926**	**14,777**	**13,384**	**14,106**	**13,530**

Source: LACCD FTES - 320 Report

The decline in enrollment and FTES during the recent years is a key concern for the College. This self evaluation report addresses this concern in the Quality Focus Essay (QFE) Action Project #1, which focuses on increasing enrollment through strategic marketing, recruiting, and retention efforts.

Demographics. LACC is one of the most diverse campuses in the United States. In fall 2014, 60 percent of students were female, 50 percent were Hispanic, 45 percent were under the age of 24, and 23 percent were over the age of 40. While the gender and age distribution of the student population has remained stable, during the last five years there has been a noticeable change in the College's race and ethnicity composition. From 2010-14, the proportion of Hispanic students increased from 44 to 50 percent while the percent of Asians, African Americans, and White students declined.

Demographics, All Students

Demographic	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
All Students	**20,441**	*100%*	**23,372**	*100%*	**22,134**	*100%*	**22,135**	*100%*	**21,601**	*100%*
Gender										
Female	11710	*57%*	13594	*58%*	12817	*58%*	12923	*58%*	12902	*60%*
Male	8731	*43%*	9778	*42%*	9317	*42%*	9212	*42%*	8699	*40%*
Ethnicity										
Asian	3455	*18%*	3470	*16%*	3492	*17%*	3221	*15%*	3157	*15%*

Demographic	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Black/African-American	2177	*11%*	2497	*11%*	2376	*11%*	2134	*10%*	1796	*9%*
Hispanic	8429	*44%*	10449	*48%*	9431	*45%*	9959	*47%*	10369	*50%*
Native Amer. /Alaskan	62	*0.3%*	62	*0.3%*	43	*0.2%*	53	*0.2%*	39	*0.2%*
Native Hawaiian/PI	41	*0.2%*	32	*0.1%*	36	*0.2%*	28	*0.1%*	30	*0.1%*
Multi - Ethnic	1082	*6%*	1372	*6%*	1756	*8%*	1999	*9%*	1973	*9%*
White	3897	*20%*	3960	*18%*	3925	*19%*	3862	*18%*	3531	*17%*
Unknown*	1298	*(6%)*	1530	*(7%)*	1075	*(5%)*	879	*(4%)*	706	*(3%)*
Age										
Under 20	3653	*18%*	3997	*17%*	3492	*16%*	3667	*17%*	3422	*16%*
20-24 years old	5877	*29%*	6530	*28%*	6610	*30%*	6451	*29%*	6341	*29%*
25-39 years old	6324	*31%*	7017	*30%*	6622	*30%*	6721	*30%*	6762	*31%*
40 and older	4587	*22%*	5828	*25%*	5410	*24%*	5296	*24%*	5076	*23%*

Source: LACCD SIS Databases; Retrieved on September 10, 2015
*Number of Unknowns were excluded in the percentage distribution calculations

Credit Student Educational Characteristics. In fall 2014, 63 percent of students continued from the previous semester, 70 percent were enrolled less than full time (less than 12 units), 51 percent declared transfer to a four-year institution as their main goal, and 63 percent received financial assistance. The data indicates that the distribution of student status and unit load have not changed over the last five years. During this time, the proportion of students who possessed a two-year degree or higher at the time of registration declined from 16 to 10 percent. The proportion of students who completed high school in a foreign country remained steady at 14 percent. The proportion of students receiving financial aid increased from 54 to 63 percent. In addition, the trends over the past five years indicate that the proportion of students who declared their educational goal to be either obtaining an associate degree or transferring to a four-year institution significantly increased from 44 to 59 percent. At the same time, 40 percent of degree and certificate completers attended the College for more than six years. To help mitigate this last trend, the College has developed long-term plans to decrease the time it takes students to complete their educational goals. (See Quality Focus Essay, Action Project #2.)

Educational Characteristics, Credit Students

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Credit Students	18,038	100%	18,847	100%	18,848	100%	19,347	100%	18,228	100%
Enrollment Status										
H.S. Concurrent	1169	6%	884	5%	882	5%	1316	7%	1218	7%
New: Entering	3216	18%	3542	19%	4041	21%	4069	21%	3292	18%
New: Transfer	1378	8%	1301	7%	1131	6%	1376	7%	1333	7%
Continuing	11030	61%	11728	62%	11843	63%	11695	60%	11506	63%
Returning	1245	7%	1392	7%	951	5%	891	5%	879	5%
Prior Education										
Not a H.S. Graduate	1481	8%	1352	7%	1344	7%	1733	9%	1734	10%
U.S. H.S.	11016	61%	12159	65%	12447	66%	12688	66%	11974	66%
Foreign H.S.	2606	14%	2699	14%	2807	15%	2822	15%	2584	14%
2Year Degree	1059	6%	926	5%	793	4%	689	4%	599	3%
BA/BS or Higher	1876	10%	1711	9%	1457	8%	1415	7%	1337	7%
Educational Goal										
Transitional	2390	13%	2103	11%	2020	11%	1877	10%	1727	9%
Career Tech.	4619	26%	4454	24%	3730	20%	3305	17%	2740	15%
2Year Degree	1338	7%	1457	8%	1629	9%	1729	9%	1536	8%
Transfer	6665	37%	7716	41%	8482	45%	9307	48%	9286	51%
Undecided	3026	17%	3117	17%	2987	16%	3129	16%	2939	16%
Unit Load										
< 6 Units	6446	36%	6649	35%	6664	35%	6573	34%	6232	34%
6-11.5 Units	5964	33%	6290	33%	6356	34%	6684	35%	6489	36%
>= 12 Units	5628	31%	5908	31%	5828	31%	6090	31%	5507	30%
Financial Aid										
BOG Only	4084	23%	4095	22%	3840	20%	4556	24%	4067	22%
PELL Only	398	2%	407	2%	531	3%	455	2%	506	3%
BOG &PELL	5174	29%	6184	33%	6799	36%	7205	37%	6850	38%
No Aid	8382	46%	8161	43%	7678	41%	7131	37%	6805	37%

Source: LACCD SIS Databases; Retrieved on September 10, 2015

Specialized and Programmatic Accreditation and Licensure

LACC offers the following programs with specialized accreditation or licensure. Accreditation status and reports submitted to those agencies are posted online. (See Standard I.C.13.)

Program	Accrediting Agency
Dental Technology Degree	National Board of Certification in Dental Laboratory Technology
Dietetic Technician Program	Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Paralegal	American Bar Association
Registered Nursing Degree	California Board of Registered Nursing
Radiologic Technology Degree	American Registry of Radiologic Technologies and the California Department of Public Health Radiologic Health Branch

II. Student Achievement Data and Institution-Set Standards

A. Student Achievement

Student Preparedness. The College uses exams to assess a student's general educational background and skills in mathematics and English/English as a Second Language (ESL). These exams help gauge student academic preparation and experience, and guide a selection of courses tailored to their individual skills, knowledge, and abilities. By selecting courses that are realistic and compatible with their existing levels of mastery, students can avoid spending additional time in a class that is incompatible with their skill level.

From 2010-15, the proportion of students placed in transfer-level English or one level below increased from 35 to 44 percent. The trends in math placements are the opposite, with the proportion of students placing into transfer-level math or one level below decreasing from 62 to 55 percent.

English/ESL Placement	2010-11		2011-12		2012-13		2013-14		2014-15	
Transfer Level	323	*5%*	179	*4%*	302	*6%*	430	*6%*	456	*8%*
1 Level Below	1,914	*30%*	1,437	*29%*	1,528	*29%*	2,234	*32%*	2,064	*36%*
2 Levels Below	1,788	*28%*	1,498	*30%*	1,407	*27%*	1,982	*29%*	1,521	*26%*
3 or More Levels Below	2,214	*36%*	1,909	*38%*	1,914	*38%*	2,192	*33%*	1,688	*30%*
Total	**6,239**	*100%*	**5,023**	*100%*	**5,151**	*100%*	**6,838**	*100%*	**5,729**	*100%*

Note: ESL placement results are included according to level.

Math Placement	2010-11		2011-12		2012-13		2013-14		2014-15	
Transfer Level	152	*3%*	132	*3%*	138	*3%*	185	*3%*	191	*4%*
1 Level Below	3,129	*59%*	2,460	*59%*	2,622	*58%*	3,256	*55%*	2,732	*51%*
2 Levels Below	980	*18%*	697	*17%*	889	*19%*	1,181	*20%*	1,086	*20%*
3 or More Levels Below	1,077	*20%*	879	*21%*	918	*20%*	1,295	*22%*	1,379	*26%*
Total	**5,338**	*100%*	**4,168**	*100%*	**4,567**	*100%*	**5,917**	*100%*	**5,388**	*100%*

Source: LACCD Student Information System (SIS) Stud APMS & Student tables; Retrieved July 22, 2015

Course Success. For fall 2014, the College average course completion rate was 65 percent; the institutional-set standard is 63 percent, and the target goal is 70 percent. Although the College met its standard and is on track to meet its target, disaggregated data reveals equity gaps. These gaps are being addressed through the ESMP and the Student Equity Plan.

Course Success Rates by Demographics, Fall 2014

	Number of Courses Enrolled	Number of Courses Completed	Course Success Rate	Proportionality Index
TOTAL	**45,337**	**29,372**	**65%**	**1.00**
Gender				
Female	25,246	16,740	*66%*	1.02
Male	20,091	12,632	*63%*	0.97
Ethnicity				
Asian	6,693	4,961	*74%*	1.14
Black/African-American	4,446	2,455	*55%*	0.85
Hispanic	22,754	13,566	*60%*	0.92
Native Amer./Alaskan	95	59	*62%*	0.96
Native Hawaiian/PI	64	35	*55%*	0.84
Multi – Ethnic	1,081	705	*65%*	1.01
White	8,953	6676	*75%*	1.15
Unknown	1,251	915	*73%*	1.13
Disability Status				
Yes	1,842	1,186	*64%*	0.99
No	43,495	28,186	*65%*	1.00
Veterans				
Yes	1,512	996	*66%*	1.02
No	43,825	28,376	*65%*	1.00

	Number of Courses Enrolled	Number of Courses Completed	Course Success Rate	Proportionality Index
Age				
Under 20	7,833	4,819	*62%*	0.95
20-24 years old	16,461	9,906	*60%*	0.93
25-39 years old	13,781	9,406	*68%*	1.05
40 and older	7,262	5,241	*72%*	1.11

Source: CCCCO Datamart; Retrieved October 2, 2015

A comparison of course success rates by course type (basic skills, transferable, vocational) revealed additional gaps. To address these gaps, the College will implement Objective 2.3 from its QFE Action Project #2. Similarly, course success rates for online classes are also below the institutional-set standard, but the trend is improving, and the College is on track to meet the standard.

Course Success Rates by Course Type and Delivery Mode

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Basic Skills	52%	56%	60%	58%	59%
Transferable	63%	63%	67%	66%	68%
Vocational	66%	65%	69%	69%	70%
On-Line	52%	53%	60%	57%	61%
Face-to-Face	62%	62%	66%	64%	65%
All Credit	**61%**	**61%**	**66%**	**64%**	**65%**

Source: CCCCO Datamart; Retrieved November 10, 2015

Cohort Analysis. Cohort analysis is based on the California Community College Student Success Scorecard indicators. These indicators measure both intermediate progress and completion rates for cohorts at each college. According to the Scorecard report, about 91 percent of LACC's 2008-09 cohort students are considered unprepared while the statewide average is 75 percent. Most indicators have not changed substantially for the last five cohorts. A major concern for the College is addressing this issue in its QFE Action Project #2, which focuses on decreasing the average time it takes students to complete their educational goals.

California Community College Student Success Scorecard Indicators by Cohort, LACC

Cohort Year	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Report Year	2011		2012		2013		2014		2015	
Completion Overall	1,709	*38%*	1,742	*37%*	1,602	*37%*	1,604	*40%*	1,612	*34%*
Persistence Overall	1,709	*64%*	1,742	*63%*	1,602	*63%*	1,604	*63%*	1,612	*64%*
30 Units Overall	1,709	*62%*	1,742	*62%*	1,602	*61%*	1,604	*64%*	1,612	*62%*
Remedial English	2,514	*36%*	2,401	*34%*	2,407	*37%*	2,409	*39%*	2,571	*37%*
Remedial Math	2,691	*21%*	2,548	*22%*	2,202	*23%*	2,278	*24%*	2,299	*24%*

Cohort Year	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Report Year	2011		2012		2013		2014		2015	
Remedial ESL	1097	*13%*	912	*13%*	872	*14%*	722	*14%*	695	*14%*
Career-Technical Education	1,223	*46%*	1,144	*45%*	1,328	*45%*	1,385	*46%*	1,262	*44%*
Career Develop & College Prep	1 to 9	*0%*	1 to 9	*0%*	765	*6%*	1511	*9%*	1,751	*11%*

Source: CCCCO 2015 Student Success Scorecard (5 years report)

Completion: Certificates, Associate Degrees, and Transfer. As indicated above, the College now offers 14 Associate Degrees for Transfer and has awarded 96 of those degrees over the last four years. Awards for AA/AS degrees and state approved certificates dropped significantly in 2011-12 but have been increasing steadily since.

Completions Details by Academic Year

Completions	2010-11	2011-12	2012-13	2013-14	2014-15
Associate Degrees for Transfer		2	14	31	49
AA / AS Degrees	558	486	508	517	531
State Approved Certificates	463	349	378	539	540
Skill Certificates	222	141	194	442	301
CSU Transfers	378	409	308	350	508
UC Transfers	105	94	80	112	126

Recent College efforts to improve awards have clearly had a positive impact.

State Approved Awards and CSU/UC Transfers

	2010-11	2011-12	2012-13	2013-14	2014-15
State Approved Certificates	463	349	378	539	540
Associate Degree	558	488	522	548	580
CSU & UC Transfers	483	503	388	462	634
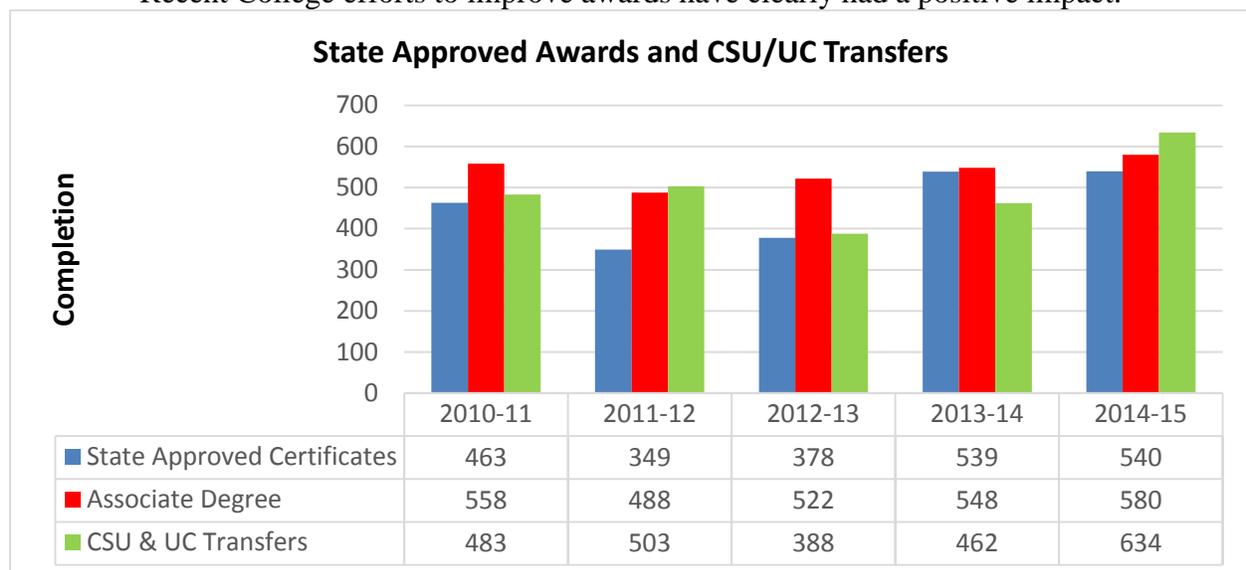
Job Placement and Licensing Examinations. Upon completion of the Dietetics, Dental Technology, Radiologic Technology, and Registered Nursing programs, graduates are eligible to apply for the state administered exams. The evaluation of pass rates for licensing exams and job placement rates is an integral part of the program review process. The College tracks progress towards these institution-set standards in its 2014-2020 Educational and Strategic Master Plan (see Section II.B, p.24, #9-10).

Job Placement and Licensing Examination Pass Rates

Program	Licensure Exam: Institutional Set Standard (%)	Actual Licensure Exam Pass Rate (%)	Job Placement Institutional Set Standard (%)	Actual Job Placement Rate (%)
Dietetics	70%	63%	70%	100%[*]
Dental Technology	85%	93%	75%	76%
Radiologic Technology	75%	97%	75%	83%
Registered Nursing	75%	83%	75%	65%[**]

[*]Actual Job Placement Rate in 2014-15
[**]Will be measured again in 2016-17

B. Institution-Set Standards

The College set its standards using a multi-year analysis of data in college-level and program review. Standards for course completion, certificates, and degrees were set in 2012 as part of the comprehensive program review. All institution-set standards are components of the 2014-2020 Educational and Strategic Master Plan (ESMP). The College assesses its performance on all ESMP measures annually. At the college level, committees with oversight over ESMP objectives develop action items and supporting plans to improve the measure. Committees track progress annually and document changes. At the unit level, units set their own internal standards and develop planning objectives to improve the measures as part of program review. For a further discussion of institution-set standards, see Standard I.B.3.

Major Trends and Interpretation. The College's priorities since the 2012 comprehensive program review have included a review of low-performing degrees and certificates. Although the College has seen an increase in awards in recent years, 44 percent of College students receive a degree and/or certificate after six years; state calculations do not reflect these numbers as such calculations are based on a six-year timeframe. The major increase in program completions seen last year is consistent with the state average. After a significant decline in 2011-12, which appears to have been due to changes in math and English graduation requirements, degrees awarded have increased. Certificates awarded have increased drastically in recent years due to a more streamlined application and reporting process.

The College has met its course completion standard for the last two years. The College has also seen increases in term-to-term persistence rates. This standard is based on data that allow for statewide comparison to peer institutions and that focus on students interested in transfer or

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completion. Although the decrease in English and increase in math progression rates are consistent with the state average, the College is below the state and district averages.

As part of the 2015-16 Student Equity Plan, the College reviewed transfer data disaggregated by ethnicity, gender, income status, and disability and found equity gaps for African-Americans, Hispanic, disabled, and low-income students. An analysis of these trends resulted in activities to target those groups and eliminate equity gaps within the next five years (ST1B-81a, pp.18-33; ST1B-81b, pp.1-2).

Planning. The College will continue to engage in college-level review of its Educational and Strategic Master Plan (ESMP) measures, with oversight committees developing action plans and assessing progress towards supporting plans such as the Student Equity Plan, Basic Skills Plan, Distance Education Plan, and Staff and Organizational Development Plan. Program review units will review institution-set standards and develop plans that lead to program improvements. The College reviews disproportionate impact data on all measures through its institution-set standards and has plans in place to improve those measures, including the Student Equity Plan, Basic Skills Plan, and Staff and Organizational Development Plan.

The College is taking steps to increase enrollment (Institution-Set Standard #1) by focusing on enrollment management and developing marketing, recruiting, and retention plans. For further discussion, see the Quality Focus Essay, Action Project #1.

The College has plans to increase course completion, persistence, and progression (Institution-Set Standards #2-4). Ongoing program review requires all units to assess data and develop unit planning objectives to support improvements in these measures. Additionally, the Student Equity Plan and Basic Skills Plan have associated action plans to improve these measures.

The College has continued to focus on reducing the time to completion of degrees, certificates, and transfer (Institution-Set Standards #5-8). For further discussion, see the Quality Focus Essay, Action Project #2.

The College will work with its Career Technical Education (CTE) units to develop reasonable measures for job placement/post training (Institution-Set Standard #10), and it will increase its ability to track these measures by acquiring software used to track student post-completion and by improving communication with program completers. For more information, see the action plan for Standard I.B.3.

Institution-Set Minimum Standards and Aspirational Targets.

a. Institution-Set Minimum Standards. The minimum standard is to reach the five-year College average.
b. Aspirational Targets. The target is for the College to be within the top 50 percent of all colleges in the state, based on a five-year average. The College assesses its Educational and Strategic Master Plan (ESMP) based on these aspirational targets.

Performance Measure	Definition of the Measure	ESMP Strategy	Minimum Standard and How Determined	5-Year Actual Performance	Most Recent Progress towards Standard	ESMP Target ("Stretch Goal") and How Determined	5-Year ESMP Target (Statewide Averages)	Most Recent Progress towards Target
1. Full-time equivalent student enrollment	FTES as of Census Day	1.1.1 Efficiently manage enrollment in order to maximize student access to LACC's educational programs for the purpose of attaining degree and certificate completion and transfer readiness.	Meet FTES base **2015-16: 13,889** **2014-15: 13,889** 2013-14: 13,681 2012-13: 13,621 2011-12: 13,998 2010-11: 14,717 Collaboration between senior staff and District office of finance and accounting based on analysis of trends	**Annual FTES** **2014-15: 13,530** 2013-14: 14,106 2012-13: 13,384 2011-12: 14,276 2010-11: 14,925	Below Standard	2% increase in FTES (credit and noncredit) per year	-	Did not meet target
2. Course completion	Annual percentage of credit course enrollment where the student receives a grade of 'C' or better	2.1.5: Increase the number of courses completed	**63%** Standard is to annually meet the College average of course completion over five years, (source of data: Datamart)	**2014: 65%** 2013: 66% 2012: 62% 2011: 61% 2010: 62%	Exceeded standard	**70%** by 2020 Target is to be within the top 50% of the state (as of 2014) by the time of the next comprehensive program review in 2020 (source of data: Datamart)	2014: 70% 2013: 70% 2012: 69% 2011: 68% 2010: 68%	On track to meet target

Performance Measure	Definition of the Measure	ESMP Strategy	Minimum Standard and How Determined	5-Year Actual Performance	Most Recent Progress towards Standard	ESMP Target ("Stretch Goal") and How Determined	5-Year ESMP Target (Statewide Averages)	Most Recent Progress towards Target
3. Persistence term to term	Percentage of degree, certificate, and/or transfer seeking students tracked for 6 years, who enrolled in the first 3 consecutive terms	2.1.6: Increase the number of students who persist term to term.	**63%** (Fa to Spr semesters) Standard is to annually meet the 5-year College average persistence from fall to spring (source of data: Scorecard)	**2014: 64%** 2013: 63% 2012: 63% 2011: 63% 2010: 64%	Exceeded standard	**72%** (Fa to Spr semesters) by 2020 Target is to be within the top 50% of the state (as of 2014) by the time of the next comprehensive program review in 2020 (source of data: Scorecard)	2014: 72% 2013: 71% 2012: 70% 2011: 70% 2010: 71%	Below track to meet target
4. Progression to next course	Percentage of credit students tracked for 6 years, who first enrolled in a course below transfer level English, ESL, Math and completed a college level course in the same discipline	2.2.2: Increase the percentage of students who complete basic skills English and Math.	English **37%** Math **23%** Standard is to annually meet the 5-year College average progression in English and math (source of data: Student Equity Plan; Scorecard)	English **2014: 37%** 2013: 39% 2012: 37% 2011: 34% 2010: 36% Math **2014: 24%** 2013: 24% 2012: 23% 2011: 22% 2010: 21%	English: Met standard Math: Exceeded standard	English **44% by 2020** Math **31% by 2020** Target is to be within the top 50% of the state by the time of the next comprehensive program review in 2020 (source of data: Scorecard)	English 2014: 43% 2013: 44% 2012: 43% 2011: 42% 2010: 42% Math 2014: 31% 2013: 31% 2012: 30% 2011: 29% 2010: 28%	English: Below track to meet target Math: Below track to meet target

Performance Measure	Definition of the Measure	ESMP Strategy	Minimum Standard and How Determined	5-Year Actual Performance	Most Recent Progress towards Standard	ESMP Target ("Stretch Goal") and How Determined	5-Year ESMP Target (Statewide Averages)	Most Recent Progress towards Target
5. Program completion	Percentage of degree, certificate, and/or transfer-seeking students tracked for 6 years, who completed a degree, certificate, or transfer-related outcome	2.1.0 Increase the percentage of degree, certificate, and/or transfer-seeking students tracked for 6 years, who completed a degree, certificate, or transfer-related outcome	**37%** Standard is to meet the average College success rate over five years (source of data: Scorecard)	**2014: 34%** 2013: 40% 2012: 37% 2011: 37% 2010: 38%	Below standard	**48%** The success rate (including degree, certificate and transfer), if the college wants to be in the top 50% of the state (source of data: Scorecard)	2014: 47% 2013: 48% 2012: 49% 2011: 49% 2010: 48%	Below track to meet target
6. Degree completion	Number of degrees earned over 6 years	2.1.1: Increase the number of degrees awarded.	**510** Standard is to annually meet the 5-year College average (source of data: Datamart)	**2014: 496** 2013: 494 2012: 464 2011: 532 2010: 563	Below standard	**623** By the time of the next comprehensive program review in 2020; 30% increase from the 2012 (CPR year) total of 479 (source of data: Datamart)	2014: 824 2013: 778 2012: 772 2011: 738 2010: 736	Below track to meet target
7. Certificate completion	Number of certificates of achievement earned over 6 years	2.1.2: Increase the number of certificates awarded.	**269** Standard is to annually meet the 5-year College average (source of data: Datamart)	**2014: 422** 2013: 361 2012: 219 2011: 267 2010: 73	Exceeded standard; consider revising standard upward	**399** By the time of the next comprehensive program review in 2020; indicates an increase of 125 (25 per year for 5 years) from 2012 (CPR year) total of 274 (source of data: 2012 Datamart)	2014: 537 2013: 506 2012: 459 2011: 416 2010: 368	Exceeded target; consider revising standard upward

Performance Measure	Definition of the Measure	ESMP Strategy	Minimum Standard and How Determined	5-Year Actual Performance	Most Recent Progress towards Standard	ESMP Target ("Stretch Goal") and How Determined	5-Year ESMP Target (Statewide Averages)	Most Recent Progress towards Target
8. Transfer to four-year institution	Number of first-time College students tracked over 6 years who transferred. (Percentage is based on those who showed behavioral intent to transfer.)	2.1.3: Increase the number of transfers to 4-year universities 2.1.4: Increase the number of ARCC-defined transfer-prepared students.	**253** Standard is to annually meet the 5-year College average (source of data: Datamart)	**2014: 16 (20%[1])** 2013: 255 (28%) 2012: 263 (30%) 2011: 283 (28%) 2010: 298 (30%)	Below standard	**425** Target is to be within the top 50% of the state by the time of the next comprehensive program review in 2020 (source of data: Datamart)	2014: 453 (38%) 2013: 441 (40%) 2012: 432 (42%) 2011: 411 (42%) 2010: 386 (41%)	Well below track to exceed target
9. Licensure/ certification exam results	Required for Dietetics, Nursing, Radiologic Technology, and Dental Technology. The number of students who passed the licensure examination overall who took the examination.	2.1.10: Rates of CTE licensure/exam results are collected annually.	Dental Tech: 85% Dietetics: 70% Registered Nursing: 75% Radiologic Tech: 75% [Set with the accrediting agency]	Dental Tech: 93% Dietetics: 63% Registered Nursing: 83% Radiologic Tech: 97%	Exceeded Below Exceeded Exceeded	Dental Tech: 92% Dietetics: 70% Registered Nursing: 98% Radiologic Tech: 100% [Target is the average program 3- to 5-year pass rate]	-	Met target Below Below Below
10. Job placement/ post training	Required for all CTE departments. The number of students who are employed in the year following completion of a certificate program or degree, overall certificate program or degree completers.	2.1.11: Rates of employment of students graduating from CTE programs are collected annually.	Rad Tech: 75% Dental Tech: 75% Dietetics: 70% Registered nursing: 75% (For other CTE departments, see 2015-16 program review part 1.6)	Rad Tech: 83% Dental Tech: 76% Dietetics: 100% for 2014-15 Registered nursing: Will be measured in 2016-17. [Note: Set as 1-year or 5-year averages, or using other variables]	Exceeded Exceeded Exceeded -	Radiologic Tech: 84% Dental Tech: 80% Dietetics: 70% Registered nursing: 100%		On track On track Exceeded -

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[1] Alternate approach is to review the percentage of students with intention to transfer who actually transfer.

III. Organization of the Self Evaluation Process

The Self Evaluation was a collaborative effort by campus leadership, including faculty, staff, and administration. Oversight was provided by the Accreditation Team (A-Team), which was created in 2009 to facilitate the College response to being placed on probation and has remained active ever since. The A-Team is a standing committee of the College Council and is responsible for ensuring that ACCJC standards are integrated and infused into the operations of the College, for facilitating the preparation of all required ACCJC reports, and for effectively communicating LACC's accreditation activities and status (ST1A-9). The A-Team consists of 15 members representing faculty, classified staff, students, and administration. The A-Team's assessments document committee outcomes (ST1C-23a; ST1C-23b).

In fall 2013, the A-Team organized a core team to oversee the analysis and gathering of evidence required to write the Self Evaluation for its expected ACCJC site visit in spring 2015. Core teams included one faculty and one administrator who solicited campus volunteers to analyze how well the College was meeting the standards, eligibility requirements, federal requirements, and policies that resulted in actionable improvement plans. With the release of the new 2014 ACCJC standards and postponement of the site visit to spring 2016, a second round of assessment took place fall 2014.

The fall 2013 and fall 2014 core team analyses resulted in the following major outcomes:
- Campus climate survey of spring 2014 and fall 2015 (ST1A-19)
- Creation of the Institutional Integrity committee to ensure integrity in policies, actions, and communication, with a focus on information posted on the website and printed in the catalog (ST1C-1; ST1C-2)
- Writing and approval of the Integrated Planning and Governance Handbook (ST1A-14)
- Increased use of SharePoint to track planning and resource allocation
- Increased campus wide dialogue and education on the new mission, the new ESMP, and the integrated planning process (for example: ST1B-63; ST1B-60a; ST1B-60b)

Under the leadership of the College president, ALO, and faculty accreditation co-chair, the core team oversaw campus wide accreditation events, including workshops and presentations at governance committees and in open forums with faculty, classified staff, administrators, and students.

The Self Evaluation was written by a steering committee of the core team in spring and summer 2015, vetted through participatory governance in early fall 2015, and approved by a District Institutional Effectiveness and Student Success Committee on November 6, 2015, and by the Board of Trustees on December 9, 2015.

Core Accreditation Team Members

Co-Chairs
Dan Walden, Accreditation Liaison Officer and Vice President of Academic Affairs
Daniel Wanner, Faculty Accreditation Co-Chair

Steering Committee
Pamela Atkinson, Computer & Network Support Specialist
John Freitas, President of Academic Senate (through summer 2015)
Anil Jain, Associate Vice President of Administrative Services
Allison Jones, Dean of Academic Affairs
Christine Park, Staff and Organizational Development Coordinator (through summer 2015)
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)
Christine Tinberg, SLO and Assessment Coordinator

Standard I Participants
Jeffrey Nishimura (Co-Chair), Professor of English and Chair of COMPASS
Emil Mubarakshin (Co-Chair since spring 2015), Research Analyst
Edward Pai, Dean of Institutional Effectiveness (Co-Chair through spring 2015)
Nelines Colon-Paladini, English Literacy/Citizenship Program
Kalynda Webber, Counseling (through 2014)
Bernadette Tchen, English/ESL
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)

Standard II.A and II.B Participants
Todd Scott (Co-Chair), Dean of Academic Affairs (through summer 2015)
Christine Tinberg (Co-Chair), Campus SLO and Assessment Coordinator
Dorothy Fuhrmann, Library
Liz Gnerre, Library
Andy Mezynski, Library
Daniel Ruiz, Faculty Accreditation Vice-Chair (since summer 2015)
Barbara Vasquez, Chair of Department Chairs and Co-Chair of Budget Committee

Standard II.C Participants
Randy Anderson (Co-Chair), Dean of Student Services Special Programs
Kamale Gray (Co-Chair since summer 2015), University Transfer Center
Reri Pumphrey (Co-Chair through summer 2015), Counseling
Aida Dzhanunts, Office of Special Services
Will Marmolejo, Dean of Student Enrollment
Saadia L. Porche, Student Services
Olga Ramadan, Dental Technology
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Jeremy Villar, Associate Dean of Student Services

Standard III Participants
Anil Jain (Co-Chair), Associate Vice President of Administrative Services
George Dekermenjian (Co-Chair since summer 2015), Math
Nate Lorentz (Co-Chair through summer 2015), Chemistry and Earth Sciences
Susana Abramian, Business Office
Kathleen Beaufait, Communication Studies (through spring 2015)
Paul Carlson, Vice President of Administrative Services (through spring 2014)
Bob Garcia, Director of College Facilities, Physical Plant
Juan Mendoza, Manager of College Information Systems
Alex Nelson, Physical Plant
Manny Nuno, Human Resources
Christine Park, Staff and Organizational Development Coordinator (through summer 2015)
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)
Colleen Stringfellow, Executive Assistant to the President
Korla Williams, Academic Affairs

Standard IV Participants
John Freitas (Co-Chair), Past President of Academic Senate
Allison Jones (Co-Chair), Dean of Academic Affairs
Arax Cohen, Professor of Dental Technology and Co-Chair of PRE
Alex Davis, Dean of Economic Development and Workforce Education
Sharon Hendricks, Chapter President, AFT 1521 and Co-Chair of SPC
Bessie Love, Assessment Center
April Pavlik, Academic Senate Vice President
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)
Andrew Walzer, Foreign Languages & Humanities

Distance Education Participants
Todd Scott, Dean of Academic Affairs (through summer 2015)
Carlos Guerrero, Social Sciences, Chair of the Distance Education Committee
Joe Meyer, Social Sciences

Eligibility Requirements and Policies Participants
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)
Dan Walden, Accreditation Liaison Officer and Vice President of Academic Affairs
Daniel Wanner, Accreditation Co-Chair and Academic Senate President (since summer 2015)

Quality Focus Essay Participants
Dan Walden, Accreditation Liaison Officer and Vice President of Academic Affairs
Daniel Wanner, Accreditation Co-Chair and Academic Senate President (since summer 2015)
Daniel Ruiz, Accreditation Vice-Chair (since summer 2015)
John Freitas, Past President of Academic Senate
Anil Jain, Associate Vice President of Administrative Services
Jeffrey Nishimura, Professor of English and Chair of COMPASS

IV. Organizational Information

A. District-College Functional Map

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A. Mission	COLLEGE	DISTRICT
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	S

Standard I.B. Assuring Academic Quality and Institutional Effectiveness	COLLEGE	DISTRICT
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	N/A
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	N/A
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	N/A

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

Standard I.C. Institutional Integrity	COLLEGE	DISTRICT
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".	P	N/A
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	N/A
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	N/A
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S

	COLLEGE	DISTRICT
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N/A
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

STANDARD II: Student Learning Programs and Support Services

Standard II.A. Instructional Programs	COLLEGE	DISTRICT
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	N/A

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	N/A
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	N/A
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	N/A
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	N/A
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	N/A
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N/A
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	N/A

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	N/A
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	N/A
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	N/A
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	N/A

Standard II.B. Library and Learning Support Services	COLLEGE	DISTRICT
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	N/A
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	N/A

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	N/A

Standard II.C. Student Support Services	COLLEGE	DISTRICT
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	N/A
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	N/A
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	N/A
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	N/A
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	P	N/A
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	N/A
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

STANDARD III: Resources

Standard III.A. Human Resources	COLLEGE	DISTRICT
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S

	COLLEGE	DISTRICT
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	SH	SH
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

Standard III.B. Physical Resources	COLLEGE	DISTRICT
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

Standard III.C. Technology Resources	COLLEGE	DISTRICT
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S

	COLLEGE	DISTRICT
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

Standard III.D Financial Resources	COLLEGE	DISTRICT
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	P	S
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH

	COLLEGE	DISTRICT
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N/A	N/A
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	S

STANDARD IV: Leadership and Governance

Standard IV.A. Decision-Making Roles and Processes	COLLEGE	DISTRICT
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH

	COLLEGE	DISTRICT
4. Faculty and academic administrators through policy and procedures and through well-defined structures have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

Standard IV.B. Chief Executive Officer	COLLEGE	DISTRICT
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: · establishing a collegial process that sets values, goals, and priorities; · ensuring the college sets institutional performance standards for student achievement; · ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; · ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; · ensuring that the allocation of resources supports and improves learning and achievement; and · establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S

Standard IV.C. Governing Board	COLLEGE	DISTRICT
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	N/A	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N/A	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	N/A	P
5. The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	N/A	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N/A	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	N/A	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N/A	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	N/A	P

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N/A	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	N/A	P

Standard IV.D. Multi-College Districts or Systems	COLLEGE	DISTRICT
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	N/A	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	N/A	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	N/A	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N/A	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	N/A	P

B. Effectiveness of the Division of Responsibilities

The District-College Functional Map was developed as part of the revision of the Los Angeles Community College District Governance and Functions Handbook. The College has representatives on the District Planning and Accreditation Committee (DPAC) who reviewed and commented on the work in progress (ST1A-29). Ultimately, all nine colleges in the District approved the functional maps and the division of responsibilities presented above.

College employees are aware of how to get information on District policies and procedures. However, employees indicate concerns with how well the District effectively communicates to our community our values, goals, priorities, and commitment to student learning; whether the District's services support our campus mission and functions; and whether the Board of Trustees and chancellor provide effective leadership in support of College values, goals, priorities, and commitment to student learning. These numbers indicate that the College needs to increase educational opportunities for employees about the role and functions of the District. (ST1A-19, #18a,b)

Action Plan. Once the revisions to the District Governance and Functions Handbook are complete, the College will hold an open forum to educate employees on the functional maps and division of responsibilities.

Reneé Martinez
President

Dan Walden
Vice President of Academic Affairs

John al-Amin
Vice President of Administrative Services

Regina Smith
Vice President of Student Services

Collective Bargaining, LACC Foundation

TBA
Liberal Arts, Distance Education Dean, and Student Services Liaison, IDWG1 Dean

Communications Studies, English / ESL, Foreign Languages / Humanities, Learning Skills, Philosophy, Psychology, Social Sciences, Distance Education

Thelma Day
STEM and Curriculum IDWG#2 Dean

Chemistry/ Geophysical Sciences, Math / CSIT / Electronics / CT, Physics / Engineering, Life Sciences, Class Schedules, College Catalog, Curriculum Dean

Anil Jain
Associate Vice President, Administrative Services

Accounting, Admin Services-HR (Personnel/Payroll), Budget Office, Business Office

Juan Mendoza
Information Technology

Reprographics, Instructional Multimedia Center

Alen Andriassian
Associate Dean, Student Life

ASG, Behavior Intervention Team, Student Grievance, Student Activities, Outreach & Recruitment

Jeremy Villar
Associate Dean, Student Access

Financial Aid, Veterans Center, Foster and Kinship Care, Gear Up, Scholarship

Allison Jones
Performing Arts / CTE IDWG3 Dean

Art, Cinema Television, Dental Technology, Kinesiology / Health / Dance, Media Arts, Music, Nursing, Theater Arts

Alex Davis
Economic and Workforce Development Dean IDWG#4

Administration of Justice, Law, Business Administration, CAOT, Child Development, Dietetics, Child Development Center, Radiologic Technology California Community College Linked Learning Initiative (CCCLLI), Career Technical Education (CTE), Programs and Grants, Communications Hubs (LA HI-TECH), Cooperative Education Work Experience, Deputy Sector Navigator, Small Business Program,, Gateway to College, Los Angeles Healthcare Competencies to Careers, Consortium, Community Services, Cooperative Education, CTE Grants, 10k Small Businesses

Christi O'Connor
Bookstore

Mayra Zelaya
Purchasing & Contracts

Bob Garcia
Director of Facilities

Operations, Physical Plant (Receiving, Mailroom), Parking Program

William Marmolejo
Dean, Student Enrollment

Admissions and Records, Matriculation/SSSP, Student Assistance Center, Counseling (Career Center, Transfer Center)

Randy Anderson
Dean, Student Services and Special Programs

OSS/DSPS, Health & Wellness, Life Skills Center, International Student Center, Intensive English Program, Discipline

Felicia Dueñas
Special Programs IDWG5 Dean

Counseling Classes (Personal Development) Library / Grants / SLOs Staff Development

Jeanette Magee
Associate Dean, Student Services/EOPS

CalWORKs, TRIO/SSS, Upward Bound, Title IX, CARE

Angelica Ramirez
Non Credit, IDWG6 Dean

Non Credit WIA Funding

Anna Badlyan
Dean of Institutional Advancement

Faculty Accreditation Co-Chair Faculty Accreditation Vice Chair Office of Institutional Research & Planning

V. Compliance with Eligibility Requirements

1. Authority

Evidence of Meeting the Eligibility Requirements (ER):

Authority to operate as a post-secondary educational institution and to award degrees
- The College operates and awards degrees by authority of the California Community Colleges Chancellor's Office (ER1-1)
- The College is part of the Los Angeles Community College District, which is governed by a Board of Trustees (ER1-2)
- The College is accredited by the ACCJC (ER1-3) and most recently was reaffirmed in 2010 (ER1-4)

Analysis and Evaluation:

Los Angeles City College (LACC) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. This authority has existed continuously since 1929. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges has accredited LACC since 1952.

2. Operational Status

Evidence of Meeting the ER:

- The College offers classes as part of educational programs (ST1A-15, pp.41-132; ST1A-16, pp.35-161)
- The College enrolls students in its programs (ER2-1)
- The College awards degrees and certificates (ER2-2)

Analysis and Evaluation:

The College is operational. In fall 2014, LACC enrolled 18,213 credit and 3,132 noncredit students, with the majority of students indicating their educational goal to transfer to a four-year school (ER2-3). In fall 2013, the College enrolled 19,240 credit and 2,622 noncredit students (ER2-4). In fall 2012, the College enrolled 18,835 credit and 3,102 noncredit students (ER2-5). Students are actively pursuing degree programs. Over the past five years, the College awarded an average of 510 degrees annually (See Section II.B Institution-Set Standards, #6, p.23).

3. Degrees

Evidence of Meeting the ER:

- As of fall 2015, the College has 53 active AA degree programs; all but one (Radiologic Technology AS Degree) are two academic years in length. The College also offers 14 active AA transfer degrees. (ER3-1)
- 92 percent of approved credit courses lead to degrees (ST1A-15, pp.32-33)
- All degrees listed in the catalog have associated course credit requirements and a proposed length of study (ST1A-15, pp.41-132)
- The College offers general education (GE) courses and specifies the GE requirements for each degree offered (ST1A-15, pp.24-28)
- The College designates those courses that are transfer level and for which degree credit is granted: UC, CSU, NDA, NC (ST1A-15, p.35)
- The College enrolls students in all its degree programs (ER2-1)

Analysis and Evaluation:

In 2014-15, the College offered 916 credit degree-applicable courses, which is 92 percent of the total. Over the past five years, the College has awarded an average of 510 degrees annually (see Section II.B Institution-Set Standards, #6, p.23). Over 50 percent of students indicate that their educational goal is to complete an AA or vocational degree, or transfer to a four-year school (ER2-3).

4. Chief Executive Officer

Evidence of Meeting the ER:

- The College has evidence of certification of full-time responsibility to the institution signed by the College president and governing board. (ER4-1)

Analysis and Evaluation:

Reneé D. Martinez has been the president of LACC since 2012. She received her Master of Arts in Education (University of San Francisco), Bachelor of Arts in Child Development (California State University of Los Angeles), and Associate of Arts (Mount Saint Mary's College). She previously was vice president of Workforce Education and Economic Development, dean of Workforce Education and Economic Development, and director/associate dean of Student Services at East Los Angeles College. She was a Child Development professor for 20 years. She currently is a member of numerous professional organizations. She is a resident of Hacienda Heights.

5. Financial Accountability

Evidence of Meeting the ER:

Past, present, and proposed budgets
- LACCD 2015-16 Final Budget LACC Info Only (ER5-1)
- LACCD 2014-15 Final Budget LACC Info Only (ER5-2)
- LACCD 2013-14 Final Budget LACC Info Only (ER5-3a)
- LACCD 2012-13 Final Budget LACC Info Only (ER5-3b)

Certified independent audits, including management letters
- Annual Certified Audit Reports 2014-15 (ER5-4a)
- Annual Certified Audit Reports 2013-14 (ER5-4b)
- Annual Certified Audit Reports 2012-13 (ER5-4c)

LACC Foundation
- Annual Foundation Audit Report 2014 (ER5-5a)
- Annual Foundation Audit Report 2013 (ER5-5b)
- Annual Foundation Audit Report 2012 (ER5-5c)

District Bond fund
- Annual Bond Audit Report 2014-15 (ER5-6a)
- Annual Bond Audit Report 2013-14 (ER5-6b)
- Annual Bond Audit Report 2012-13 (ER5-6c)
- Annual Bond Audit Report 2011-12 (ER5-6d)

Analysis and Evaluation:

The College annually undergoes and makes available an external financial audit. The College demonstrates compliance with federal and state requirements.

The College meets the supplemental guidelines for Standard III.D for California public institutions:
- The College annually undergoes an external financial audit. The College has not received any qualified or adverse opinions in audit reports in the last three years from district, state, or federal programs. See Standard III.D.7.
- The District has had a positive unrestricted fund balance for the last three years. The College does not maintain a minimum five percent unrestricted reserve, although the District has two sets of reserves to cover all nine colleges: a five percent contingency and a ten percent reserve. The State Chancellor's Office has not had to intervene regarding fiscal stability or compliance. See Standard III.D.1.
- The District has long-term debt financing through its Bond program and allocates Bond funding to the College to support approved bond projects. See Standard III.D.8.

- The District has an obligation for OPEB and has completed an actuarial study every other year. See Standard III.D.12.
- The District has a policy that limits accrual of unused vacation time. See Standard III.D.12.
- The District is self-insured for workers' compensation. See Standard III.D.12.
- District budget priorities address long-range financial obligations. See Standard III.D.11.
- The College and the Foundation have an agreement as to the role of the Foundation (ER5-9). The Foundation undergoes an independent audit.
- The College follows District policies and procedures regarding purchasing. See Standard III.D.16.
- The College will open and has plans to operate new buildings. See Standards III.B.2 and III.D.2.
- The College's integrated planning cycle ensures that the budget is developed out of program review and college level planning. See Standards III.D.1 and III.D.2.
- The College reviews its student financial aid obligation through United States Department of Education financial aid audits and state audits that occur every three years. See Standard III.D.15.

Evidence List for Eligibility Requirements

ER1-1 LACC Information on the CCCCO Website
ER1-2 Board Rule, Chapter I
ER1-3 ACCJC Directory of Accredited Institutions, October 2015
ER1-4 ACCJC Letter Reaffirming Accreditation, June 30, 2010
ER2-1 Enrollment by Department and Discipline 2013-14 and 2014-15
ER2-2 LACC Awards by Department and Discipline from 2008-09 to 2013-14
ER2-3 Annual College Profile 2014
ER2-4 Annual College Profile 2013
ER2-5 Annual College Profile 2012
ER3-1 List of Degrees and Certificates
ER4-1 Contract of Employment for College President, June 2013
ER5-1 LACCD 2015-16 Final Budget LACC Info Only
ER5-2 LACCD 2014-15 Final Budget LACC Info Only
ER5-3a LACCD 2013-14 Final Budget LACC Info Only
ER5-3b LACCD 2012-13 Final Budget LACC Info Only
ER5-4a Annual Certified Audit Reports 2014-15
ER5-4b Annual Certified Audit Reports 2013-14
ER5-4c Annual Certified Audit Reports 2012-13
ER5-4d Annual Certified Audit Reports 2011-12
ER5-5a Annual Foundation Audit Report 2014
ER5-5b Annual Foundation Audit Report 2013
ER5-5c Annual Foundation Audit Report 2012
ER5-6a Annual Bond Audit Report 2014-15
ER5-6b Annual Bond Audit Report 2013-14
ER5-6c Annual Bond Audit Report 2012-13
ER5-6d Annual Bond Audit Report 2011-12
ER5-7a 2014 LACC Program Review Response
ER5-7b 2014 LACC Program Review Response Addendum
ER5-8a LACC Cohort Default Rate
ER5-8b LACC Default Prevention Plan
ER5-9 LACCF-LACCD Agreement

VI. Compliance with Federal Regulations and Commission Policies (Checklist)

A. Public Notification of an Evaluation Visit and Third Party Comment	Where Cited
The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.	I.C.1
The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.	N/A
The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.	I.C.1

B. Standards and Performance with Respect to Student Achievement	Where Cited
The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.	I.B.3
The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.	I.B.3
The institution-set standards for programs and across the institution are relevant to guide self evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.	I.B.5
The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.	I.B.5

C. Credits, Program Length, and Tuition	Where Cited
Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).	II.A.5
The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).	II.A.5 II.A.9
Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).	I.C.6
Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.	N/A
The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.	II.A.5, II.A.9

D. Transfer Policies	Where Cited
Transfer policies are appropriately disclosed to students and to the public.	II.A.10
Policies contain information about the criteria the institution uses to accept credits for transfer.	II.A.10
The institution complies with the Commission *Policy on Transfer of Credit*.	II.A.10

E. Distance Education and Correspondence Education	Where Cited
The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.	II.A.5
There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).	II.A.2
The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.	II.A.2
The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.	III.C.1 III.C.2
The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.	I.A.3, I.B.1, I.B.2, I.B.3, I.B.5, II.C.1, III.B.1, III.C.1

F. Student and Public Complaints	Where Cited
The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog (pp.261-262) and online.	I.C.8
The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.	I.C.8
The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.	I.C.8
The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.	I.C.1
The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.	I.C.1 I.C.8

G. Institutional Disclosure and Advertising and Recruitment Materials	Where Cited
The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.	I.C.1 I.C.2
The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.	I.C.1 I.C.2
The institution provides required information concerning its accredited status as described above in the section on Student Complaints.	I.C.1

H. Title IV Compliance	Where Cited
The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.	I.C.13 III.D.15
The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.	I.C.13 III.D.15
The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.	I.C.13 III.D.15
Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.	I.C.13 III.D.15
The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.	I.C.13, II.B.4 III.D.15

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Astrophysicist

ROBERT LEIGHTON

Dr. Robert Leighton's

College

Standard I
Mission, Academic Quality and Institutional Effectiveness, and Integrity

Student
JENIFER OLIVER

The Architect's College

VII. Institutional Analysis

Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans and implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

Standard I.A.1.
The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard:

The LACC mission statement reads as follows:
- "Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs." (ST1A-1)

Analysis and Evaluation:

The mission describes the institution's broad educational purposes: (a) "transfer" to four-year colleges, (b) "career and technical education" leading to vocational degrees and certificates, and (c) "foundational" skills.

The mission describes the College's intended student population as "students from the diverse communities it serves." The majority of students are female, Hispanic/Latino, under 24 years old, receiving financial aid, and interested in transfer to four-year institutions; and approximately 80 percent of the population is nonwhite (ER2-3). The College continually assesses its local community and actual student populations in term of race, gender, age, and economic status (ST1B-81a, p.5; ST1B-81b, p.1; ST2A-51; ST1B-80).

The mission broadly defines the types of degrees and certificates that empower students to "achieve their educational and career goals." All locations on the College website where the

mission statement is present include a link to its 53 Associate of Arts degrees, 39 certificates of achievement, and 93 skills certificates through 29 academic programs (ST1A-1). Of the 53 AA degrees, 14 were recently converted to ADTs, which reflects the College's commitment to helping students meet their educational goals (ER3-1, p.5).

The mission describes the College's commitment to student learning and student achievement "by providing learner-centered pathways to success." The mission reflects the educational goals of students, with 52 percent interested in transfer and college preparation, 15 percent in career/workforce, and 17 percent in general education (See Introduction, p.13).

The mission provides the preconditions for setting the goals and objectives of the College's Educational and Strategic Master Plan (ESMP), which informs campus planning and decision-making. The goals of the ESMP directly align with the mission: access ("empowers students from the diverse communities it serves"), student success ("to achieve their educational and career goals"), organizational effectiveness ("providing learner-centered pathways to success"), and resources ("through transfer, career and technical education, and foundational skills programs"). The ESMP also includes several objectives that align with the mission: transfer, degrees, career and technical education, and certificates (Objectives 1.1 and 2.1), and basic skills (Objectives 1.2 and 2.2). (ST1A-2, pp.24 and 26)

Distance Education. The College's Distance Education (DE) mission statement directly incorporates language from the LACC mission statement: "Distance Education at LACC *empowers its students from the diverse communities it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs*" (ST1B-55, p.3). The student profile of traditional and DE students is similar (ST2A-68).

Action Plan. The College will revise the mission statement to make more specific the "degrees and other credentials it offers." The revision will occur through the governance structure in spring and summer 2016 and will be ready for District consideration by fall 2016.

Standard I.A.2.
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard:

The College determines how effectively it is accomplishing its mission by assessing progress towards its Educational and Strategic Master Plan (ESMP).

Use of data
- The mission statement and ESMP are updated every six years using a comprehensive set of data—including college profiles, student access and achievement, analysis of previous planning outcomes, and internal and external scans—which ensure that the mission and ESMP are linked to the needs of the student population (ST1A-7)

- Data used to assess the ESMP goals and objectives include college profiles, summary of unit planning objectives, internal and external data, surveys, budget summaries, and student learning and service unit outcome assessment data (ST1A-8)
- Data are disaggregated by race, gender, age, economic status, disability, and other factors of the student population (see Standard I.B.6)

Processes to evaluate effectiveness and success
- The College has an identified process for using data to determine how effectively it is accomplishing its mission and for ensuring the mission directs institutional priorities. (ST1A-14, pp.5-6, 37; ST1A-20)
- The College sets annual priorities based on a review of the College's achievement of ESMP goals. (ST1A-21a; ST1A-21b; ST1A-21c)
- The ESMP Implementation Grid operationalizes the implementation and oversight of ESMP objectives and identifies assessment data. (ST1A-22)

Analysis and Evaluation:

College wide and local unit planning makes it possible for the College to measure achievement of its mission.

LACC Mission
↓
ESMP Goals
↓

| **ESMP Objectives** |
| *Assessed through ESMP measures, ESMP Implementation Grid, and measures from related plans* |

↑
Oversight Committee Recommendations
Assessed through committee annual assessments and ESMP progress reports
↑
Unit Planning Objectives
Assessed through ESMP measures as part of comprehensive and annual program review
↑
Program Plans
Created through PSLO assessment
↑
Course Plans
Created through CSLO assessment

ESMP oversight committees annually use updated data sets to evaluate progress toward institution-set standards and targets specified in the ESMP implementation grid (ST1A-4). The data are disaggregated by gender, race/ethnicity, age, disability, and economic status of the student populations to help assess whether the College is meeting its mission of "[empowering] students from the diverse communities it serves." (See Standard I.B.6.) The ESMP also aligns

with the District's Strategic Plan and other College plans, including the Basic Skills Plan, Student Equity Plan, Student Success and Support Programs (SSSP) Plan, Achieving the Dream (AtD) Plan, Facilities Master Plan, Distance Education Plan, Human Resources Plan, and Technology Resources Plan. All these plans share performance measures with the ESMP, and the review of progress towards supporting these plans occurs through the same ESMP progress reports and through annual committee assessments.

California Community Colleges System Strategic Plan, 2013	LACCD Strategic Plan 2012-17 Goals	LACC ESMP 2014-20 Goals	Related College Plans	Shared Measures
College Awareness and Access	Access & Preparation for Success	Access	Student Success and Support Programs Plan	Matriculation completion rate Basic skills first-year enrollment Completion-based class schedules
Student Success and Readiness	Teaching & Learning for Success	Student Success	Student Equity Plan Basic Skills Plan Distance Education Plan Staff Development Plan	Number of certificates Number of degrees Course completion rates Basic skills completion Transfer rates Persistence rates Achievement gaps
System Effectiveness	Organizational Effectiveness	Organizational Effectiveness	Accreditation Standards	Institutional plan progress Program review participation
Resource Development; Partnerships for Economic and Workforce Development	Resources and Collaboration	Resources	Facilities Master Plan Technology Resources Plan Human Resources Plan Staff Development Plan	Fusion index for building maintenance Technology available to students and faculty Technology replacement standard

Alignment of Plans and ESMP Performance Measures

The College has identified performance measures to determine progress toward meeting its four ESMP goals (ST1A-22). The evaluation of these measures occurs throughout the integrated planning cycle. In reviewing the mission, the College reviews external and internal scans both qualitative and quantitative in nature (ST1A-14, p.5). The Strategic Planning Committee (SPC) uses similar data to recommend to the College Council the annual ESMP priorities for the upcoming fiscal year (ST1A-21a; ST1A-21b; ST1A-21c). For a list of data used in assessment, see Standard I.B.4.

Standard I.A.3.

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

Alignment of programs and services with mission
- The College establishes its student learning programs and services from its ESMP, which serves as the operational component of the mission (ST1A-2)
- As part of the comprehensive program review, all College units review their unit in terms of how it supports the College mission (ST1A-23, p.1)

The mission guides planning, decision-making, and resource allocation
- The integrated planning cycle ensures that ESMP objectives and annual priorities inform unit planning and resource allocation (ST1A-14, pp.16-17)
- Committees with oversight of ESMP goals and objectives provide or revise institutional actions or strategies based on data analysis, and identify resource needs with anticipated costs (ST1A-4)
- Through program review, the College evaluates the performance of its units (ST1A-24; ST1A-25; ST1A-26), resulting in unit plans that align with the goals of the ESMP (ST1B-93a; ST1B-93b; ST1B-93c) and resource requests that are prioritized in support of ESMP goals and College priorities (ST1B-94a; ST1B-94b)
- College plans indicate how they support the mission:
  - Distance Education Plan (ST1A-3, p.2)
  - Human Resources Plan (ST1A-10, p.2)
  - Technology Resources Plan (ST1A-11, p.2)
  - Staff Development Plan (ST1A-12, p.2)

The mission informs goals for student learning and achievement
- The College assesses student learning and achievement through its ESMP, particularly in Goal 2: Student Success, which includes the institution-set standards the College determines as critical to evaluating its mission (ST1A-22, pp.2-3)

Analysis and Evaluation:

The College's integrated planning cycle is ongoing and ensures that programs and services support the mission (see Standard I.B.9). The College assesses its student learning programs and services using ESMP measures. The integrated planning cycle ensures that ESMP objectives and annual priorities inform unit planning and resource allocation. Each of the ESMP goals includes objectives whose focus is to support student learning and achievement. Oversight committees responsible for ESMP measures develop supporting action plans, which are documented and tracked through committee annual assessments and ESMP progress reports (ST1A-4).

Supporting plans include descriptions of how local objectives support the goals and objectives of the ESMP.

As part of both comprehensive and annual program review, all units use assessment and analysis of data to create unit planning objectives that directly address ESMP goals and priorities (ST1B-93a; ST1B-93b; ST1B-93c). Resource request and hiring prioritization committees use a rubric to determine how well requests support the ESMP, will improve access and success measures, and will address other College needs (ST1A-27; ST2A-81). Requests are prioritized based on how well they support the ESMP and the mission.

Distance Education. Although DE is not specifically mentioned in the mission, the College's DE mission statement is congruent with the College mission. (See Standard I.A.1.)

Action Plan. The College will consider if the mission should include any statements related to its commitment to distance education. The consideration will take place in the governance structure in spring and summer 2016 and, if appropriate, will be ready for District consideration by fall 2016.

Standard I.A.4.
The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard:

Widely published
- The mission statement is printed in the College catalog and all schedules of classes (ST1A-15, p.7)
- The mission statement is on the College website home page (ST1A-5)

Approved by Board of Trustees
- The Los Angeles Community College District Board of Trustees approved the revised mission on June 25, 2014 (ST1A-17, p.2)

Periodic review and updating
- The College most recently updated its mission in 2013-14 (ST1A-14, pp.5-6)
- All major participatory governance committees contributed to the 2013-14 revision of the mission statement, and the revised mission was approved by the College president on December 19, 2013 (ST1A-18, p.1)

Analysis and Evaluation:

The mission is published online and in all College publications. Committee agendas and minutes include the mission statement. Posters, postcards, and business cards with the mission statement have been widely distributed to all campus stakeholders. Most employees are familiar with the

mission statement, and an overwhelming majority of employees agree the work they do contributes to the mission (ST1A-19, #1b). Although 58 percent of students are familiar with the College mission statement, a significantly higher percentage are aware of the institutional learning outcomes of the College, are aware of learning outcomes for their program, and are aware of the learning outcomes for their courses (ST1A-28, p.20, #32a,32b,32d).

The mission statement is reviewed and revised every six years prior to the updating of the ESMP (ST1A-14, pp.5-6). During this review and revision, all key campus constituents meet to ensure that the mission remains relevant to student learning, that it continues to address the needs of the student population, and that it aligns with the District mission and strategic plan. The mission is revised in response to data collected from internal program review and external scans. As an example, in 2013-14, workgroups and committees reviewed internal and external data, including the District Strategic Plan, college profiles, results of the assessment of the strategic master plan, college priorities, student success data, student surveys, the results of the most recent comprehensive program review, and external scans (ST1A-7). An analysis of this data in committee and group discussions revealed that the old mission was too long and did not accurately reflect the direction of the College. The decision was made to streamline the statement and focus on the College's educational purposes, intended student population, types of programs offered, and commitment to student learning and student achievement. A Strategic Planning Committee (SPC) workgroup developed a draft mission statement that was vetted at the College Council and Department Chairs Council, revised by the SPC, vetted at the Classified Symposium, presented at the Associated Student Government (ASG) senate, and reviewed by the Academic Senate. The SPC, Academic Senate, College Council, president (ST1A-18) and District Board of Trustees (ST1A-17, p.2) approved the final version.

Distance Education. The College's DE mission statement is congruent with the College mission statement and further states that the DE program "strives to meet the needs of all its students while maintaining support for instructors using web-based or web-enhanced classes." The purposes of offering DE courses are to satisfy student demand and provide additional opportunities for current students to complete their educational goals. The DE mission and vision statements were written by the Distance Education Committee using the revised College mission statement as a framework. The DE mission statement was approved by the Academic Senate on December 5, 2013. (ST1A-13)

Evidence List for Standard I.A.

ST1A-1 LACC Mission
ST1A-2 2014-2020 Educational and Strategic Master Plan
ST1A-3 Distance Education Plan 2015-2020
ST1A-4 Educational and Strategic Master Plan Progress Report 2015
ST1A-5 College Website Homepage
ST1A-6 Accreditation Homepage
ST1A-7 2013 Strategic Planning Databook
ST1A-8 ESMP Data Sets 2014-15
ST1A-9 A-Team Operating Agreement
ST1A-10 Human Resources Plan
ST1A-11 Technology Resources Plan
ST1A-12 Staff and Organizational Development Plan
ST1A-13 Academic Senate Resolution #03-F13: Approval of the LACC Guide to DE
ST1A-14 Integrated Planning and Governance Handbook
ST1A-15 College Catalog 2015-16
ST1A-16 Fall 2015 Schedule of Classes
ST1A-17 LACCD Board of Trustees Minutes, June 25, 2014
ST1A-18 LACC College Council Recommendation 95, Dec 2, 2013
ST1A-19 LACC Campus Climate Survey Comparative Results 2014 & 2015
ST1A-20 Strategic Planning Databook Flowchart
ST1A-21a 2013-14 ESMP Priorities
ST1A-21b 2014-15 ESMP Priorities
ST1A-21c 2015-16 ESMP Priorities
ST1A-22 2014-2020 ESMP Implementation Grid
ST1A-23 2012-13 CPR Program Overview (Art/Architecture)
ST1A-24 2012-13 CPR Homepage
ST1A-25 2014-2015 Annual Program Review Data Sets
ST1A-26 2015-2016 Annual Program Review Data Sets
ST1A-27 Resource Request Prioritization Rubric
ST1A-28 LACCD Student Survey Results 2014
ST1A-29 DPAC Minutes, Sept 18, 2015

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1.
The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

Structure of dialogue
- The integrated planning and participatory governance structure supports college wide dialogue about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement (ST1A-14, p.3)

Dialogue about learning outcomes
- All units are required to engage in dialogue as part of the assessment process (ST1B-1, p.10; ST1B-2, pp.4,7,13-14; ST1B-3, pp.6,15; ST1B-4, pp.5,7-8,10,14)
- Instructional programs
  - Student learning outcomes (SLO) department coordinators are responsible for leading a substantial and collegial discussion about student learning at their department meetings and for involving all faculty in discussions regarding the creation of SLOs, assessment tasks, rubrics, and action plans (ST1B-5)
  - All academic departments must hold formal discussions regarding SLO assessments at a department meeting during the first two months of each semester, record the discussions using the approved SLO Dialogue Form, and submit the SLO Dialogue Form to the SLO coordinator (ST1B-6; ST1B-7)
- Student Services
  - The Annual SLO Kickoff for Student Services includes the sharing of assessment results and action plans (ST1B-8; ST1B-9)
  - Assessment processes, results, and action plans are discussed at Student Services Council meetings (ST1B-10; ST1B-11; ST1B-12; ST1B-13)
  - Dialogue about student outcomes occurs in Student Services SLO Workgroup meetings (ST1B-14)
- Administrative Services
  - Units meet to share their assessment proposals, results, and action plans (ST1B-15; ST1B-16)
- Governance
  - The Student Learning Outcomes and Assessment (SLO&A) Committee reviews, analyzes, and evaluates all campus assessment activities for academic programs, student support services, administrative service areas, and the library (ST1B-17). Through regular meetings (ST1B-18; ST1B-19), the committee proposes how to improve assessment activities, delivers a campus wide assessment of student learning needs and makes recommendations on how assessment results can be used to improve student learning. (ST1B-20a; ST1B-20b)

- o The SLO&A Committee reports monthly to College Council, EPPIC, and the Academic Senate (ST1B-21, p.2; ST1B-22, p.2; ST1B-23, p.4)

Dialogue about student achievement, student equity, academic quality, institutional effectiveness
- Sustained and substantial dialogue on institutional effectiveness occurs in all College governance committees and is documented in committee annual assessments (ST1B-61)
    - o The Strategic Planning Committee (SPC) is charged with institution-wide strategic goal and priority setting and accountability for student success. It creates and monitors the College's mission and Educational and Strategic Master Plan (ESMP), which outlines the College's goals and objectives towards increasing student achievement and student equity (ST1B-24)
    - o The Committee on Pathways for Student Success (COMPASS) committee reviews and analyzes data towards completion of ESMP goals and makes recommendations on College data collection needs. It also has oversight of the College Student Equity Plan, focusing on disaggregated student access and success measures (ST1B-25)
    - o The Academic Senate Curriculum Committee is responsible for the approval for all new programs and certificates, changes to those programs and certificates, new courses, updates of those courses every five years, course changes, course archives, honors sections, distance education courses, and standalone courses (ST1B-26)
    - o The Educational Policies and Program Integrity Committee (EPPIC) is charged with ensuring the quality of student learning and promoting student success at the unit level. It has oversight of program review to ensure improvement in student achievement and equity at the unit level (ST1B-27)
    - o The Office of Institutional Effectiveness provides planning, research, analysis, design, development, and project management services to facilitate continuous quality improvement (ST1B-28)
    - o The Distance Education Committee is responsible for policies that ensure the quality and effectiveness of the distance education program (ST1B-29)

Analysis and Evaluation:

The College structures dialogue about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through its integrated planning and participatory governance structure. As part of the integrated planning cycle, dialogue occurs as part of the six-year review of the College mission and writing of the ESMP, as part of the annual review of the ESMP, and through annual program review and ongoing learning outcomes assessments. The participatory governance structure supports dialogue and allows all constituencies to be involved in the planning and decision-making process. The dean of Institutional Effectiveness and research analyst are members or resources on all major participatory governance committees and provide the data that committees and units use to improve institutional effectiveness. (ST1A-14, pp.12, 13-15)

Learning outcomes. Dialogue is a valued part of the assessment process in all divisions, and collaboration and communication is stressed in all assessment handbooks (ST1B-1, p.10; ST1B-2, pp.4,7,13-14; ST1B-3, pp.6,15; ST1B-4, pp.5,7-8,10,14). Dialogue occurs during the creation of outcome statements, assessment tasks, and rubrics; during scoring; and during action planning (ST1B-30; ST1B-31a; ST1B-31b; ST1B-32; ST1B-33; ST1B-34; ST1B-102).

All academic departments hold formal discussions regarding SLO assessments at department meetings during the first two months of each semester, record the discussions using the approved SLO dialogue form, and submit the SLO dialogue form to the SLO coordinator (ST1B-6). SLO department coordinators have the responsibility of leading SLO discussions (ST1B-5). Course coordinators are tasked with including all faculty in the dialogue to analyze results and create action plans when multiple sections/instructors of a course have been assessed (ST1B-36).

In Student Services, the Annual SLO Kickoff agenda includes time set aside for units to discuss their assessment results and plans (ST1B-8; ST1B-9). For the past three years, assessment timelines have established specific Student Services Council meetings when proposals and reports were to be shared (ST1B-11; ST1B-12; ST1B-13; ST1B-112). An SLO&A Committee report is delivered at each Student Services Council meeting by the Student Services representatives (ST1B-37; ST1B-38). Additional dialogue occurs when the Student Services SLO Workgroup meets to review assessment proposals and reports (ST1B-14).

The SLO&A Committee discusses assessment best practices, the quality of the College's assessment processes, and the outcomes of unit assessment reports (ST1B-18; ST1B-19). The committee chair delivers regular reports at governance committee meetings on committee work and the status of SLO assessments, and presents the Annual SLO Report (ST1B-20a, p.1; ST1B-20b, p.1). Dialogue occurs regularly through presentations and reports at workshops and regular Academic Senate committee meetings (ST1B-39; ST1B-40; ST1B-41; ST1B-42; ST1C-22).

Mission and ESMP. As part of the review of the College mission statement and ESMP goals and objectives, the College engages in discussions about student access and student success that focus on student learning and achievement (ST1A-14, pp.5-6). The most recent revision of the mission and Educational and Strategic Master Plan occurred using the participatory governance structure over the course of several months (ST1A-2, p.19). The plan was published and circulated throughout the campus to ensure broad knowledge of College goals and objectives. The increasing number of employees who are familiar with the ESMP indicates that the dialogue is increasing awareness (ST1A-19, #3a).

Oversight committees exchange ideas when reviewing data to determine progress made toward ESMP objectives. Committees that oversee ESMP objectives use the results of program review, along with a review of campus wide data, to discuss and generate recommendations towards the goal of continuous improvement of student learning and achievement (ST1A-4). Committees are instructed on how to review data through ESMP oversight trainings run by the Strategic Planning Committee. For a summary of how the College reviews the effectiveness of its college-level planning processes, see Standard I.B.7.

Program review. Units engage in dialogue during comprehensive and annual program review, including a review of data and assessments of unit planning objectives. Units are instructed on how to review data through program review trainings conducted by the Program Review and Effectiveness Committee (ST1B-104; ST1B-105; ST1B-106). As part of comprehensive program review, validation teams are randomly assigned units and use a rubric "norming" to complete blind online evaluations (ST1B-58). These results are then shared with the unit to be used for improvements. In annual program review, dialogue occurs among department chairs, unit managers, and deans. Results are shared at EPPIC and disseminated to the campus (ST1B-93a; ST1B-93b). Faculty and staff agree that sustained dialogue has led to a collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning. Faculty and staff agree that their unit engages in ongoing and robust dialogue about improving student learning; that they have reviewed useful data about their units; and that their unit uses data for planning, evaluation, and program improvement. Employees agree that their unit has sufficient research and data to assess progress toward achieving stated SLOs (ST1A-19, #7i). As annual trainings occur and the College becomes more familiar with how to use data for evaluation, the College expects those numbers to improve. For a summary of how the College reviews the effectiveness of its program review processes, see Standard I.B.7.

Student equity. In support of the ESMP, the Student Equity Plan focuses on planning to improve disaggregated student access and success measures (ST1A-2, p.27, Strategy 2.3.3; ST1B-81a; ST1B-81b). Sustained dialogue regarding student equity occurs through the implementation of ESMP strategies that focus on closing achievement gaps between ethnicities and between genders (ST1A-2, p.27). Dialogue and action planning towards meeting these strategies occur in COMPASS and are shared with the campus through committees, including the Academic Senate and College Council. At the unit level, disaggregated data are reviewed in comprehensive program review every six years and as part of annual program review (ST1A-26; ST1A-25).

Days of Dialogue. Ongoing open forums provide the College the opportunity to discuss a wide range of topics ranging from access, student success, and accreditation measures. The most recent Days of Dialogue focused on accreditation; dialogue and action plans generated informed the writing of the accreditation Self Evaluation. (ST1B-63)

Distance Education. Dialogue on the continuous improvement of student learning through DE and how it compares to learning in traditional programs occurs in DE Committee meetings (ST1B-103). The DE Committee chair makes regular reports to EPPIC and the Academic Senate. The College has a Distance Education Plan that outlines DE strategic planning, objectives in support of the ESMP, and strategies to meet those objectives (ST1A-3, pp.7-9). The DE Committee reviews its progress on the Distance Education Plan through committee annual assessments, which are written by the committee and reported to EPPIC and the Academic Senate (ST1B-92). Through comprehensive and annual program review, units are given comparative data on student achievement and student learning in the DE and traditional modalities (ST1C-18).

Standard I.B.2.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard:

Policies and processes that guide defining and assessing SLOs for instructional courses, programs, and student and learning support services
- The Student Learning Outcomes & Assessment Committee, a 12 member committee, of which seven members must be faculty, develop, evaluate, and revise assessment processes for courses, programs, certificates, and degrees (ST1B-17)
- The College has a clearly defined process for assessing courses (ST1B-2)
- The College has a clearly defined process for assessing instructional programs (ST1B-3)
- The College has a clearly defined process for assessing student services (ST1B-4)

Use of disaggregated data for analysis of student learning
- See Standard I.B.6

Establishment of SLOs for courses, programs, certificates, and degrees
- 100 percent of courses have defined SLOs (ST1B-43)
- 100 percent of instructional programs, certificates, and degrees have defined PSLOs (ST1B-44; ST1B-45; ST1A-15, pp.41-132)

Frequency and results of course, program, certificate, and degree assessments
- Courses
  - Departments collect assessment data for approximately 25 percent of their offered courses each semester (ST1B-46, p.3)
  - Each department has a plan identifying when each CSLO is to be assessed (ST1B-47)
  - Assessment results for all department CSLOs are available on the SLO website (ST1B-43)
- Programs, certificates, and degrees
  - Disciplines are charged with assessing at least one PSLO for each certificate and degree each year (ST1B-46, p.3)
  - Each discipline has a plan identifying when each PSLO is to be assessed (ST1B-47)
  - An Analysis and Action Plan was completed for each certificate and degree based on the curriculum map (ST1B-113; ST1B-114)
  - Programs have assessed their PSLOs (ST1B-115; ST1B-116)

Systematic and regular review of student and learning support services assessment
- For results of Library assessments, see Standard II.B.3
- For results of other learning support services assessments, see Standard II.C.2

Analysis and Evaluation:

The College has clearly established procedures for assessing course, program, certificate, and degree learning outcomes. Each department's assessment activities are shepherded by at least one SLO department coordinator (ST1B-48; ST1B-5). Larger departments or those with multiple disciplines have two or more department coordinators. Course coordinators lead course assessment activities (ST1B-36). Course coordinators utilize their department's five-year Course and Program Assessment Plan, which identifies the semester (for CSLOs) and year (for PSLOs) that each SLO begins a new assessment cycle (ST1B-47). A cycle includes initial assessment, writing and implementing action plans, reassessing the SLO, and reporting on the effectiveness of the action plan. Departments are tasked with having approximately 25 percent of their offered courses start the assessment cycle each semester (ST1B-46, p.3). Course coordinators also make use of an assessment timeline to guide their department and course assessment work (ST1B-35). Course coordinators receive regular training and support from the SLO department coordinator(s) (ST1B-49). All faculty have access to online resources on how to write SLOs, design authentic assessment tasks, and create assessment rubrics (ST1B-50).

Learning outcomes assessment is a component of program review (ST1B-3 pp.4-5; ST1B-51). Progress towards completion of SLO assessments is reported annually as part of the annual program review process. Units are required to have a unit planning objective that documents progress towards completing their 5-year Assessment Plan. Annually, units report on program outcomes assessed, align outcomes with an ESMP goal and objective, use outcomes assessment action plans to create at least one new planning objective, and update existing planning objectives to document improvements. Units that do not complete learning outcomes assessments and have validated unit planning objectives in program review receive lower scores in the resource request and hiring prioritization process (ST2A-81; ST1A-27). For a description of the program review process, see Standard I.B.5.

Course Student Learning Outcomes. Course assessment processes emphasize collaboration. Faculty work together to write SLOs, determine assessment tasks, and create rubrics (ST1B-2, pp.6-8). From 2007-14, SLOs were scored by more than one faculty member, resulting in discussions that led to a final score. Group scoring significantly slowed assessment due to the workload and time required. In 2014, the SLO Committee revised the assessment process and made group scoring optional, though still considered a "best practice" because of its potential to provide insights into student learning (ST1B-2, p.9). Some departments continue to use group scoring, including ESL, Communication Studies, and Theater.

Since the College began outcomes assessment in 2007, CSLOs have been assessed with analytic rubrics. The College believes that assessing CSLOs with analytic rubrics provides a more thorough review of student learning needs than does assessing with traditional holistic rubrics and leads to better action planning. From 2007-12, copies of rubrics were kept on the SLO SharePoint website (ST1B-117). Since 2012, they have been kept solely in eLumen. Rubrics are approved by the SLO coordinator.

Each five-year Course and Program Assessment Plan identifies the timeline for action plan input, implementation, and reassessment. The assessment handbook guides faculty in writing action plans (ST1B-2, pp.11-12). Prior to fall 2014, faculty documented their assessment analyses, action plans, and implementation of action plans as word processor documents (ST1B-118; ST1B-119; ST1B-120; ST1B-121). Since fall 2014, faculty have entered all documentation directly into eLumen.

Since 2007, the College has offered 1,564 unique courses and faculty have assessed at least one CSLO in 85 percent of these courses. Faculty have defined a total of 4,646 CSLOs and entered assessment scores into eLumen for 64 percent of these CSLOs. If more than one section of a course was offered, then assessments were scored from multiple sections, following the College's assessment procedures (ST1B-2, pp.8-9). Course action plans have been distributed and responses collected in eLumen. Action plans have been implemented, courses reassessed, and new action plans formulated (ST1B-66). The number of CSLO assessments has increased (ST1B-52; ST1B-53a; ST1B-53b). Course assessment results and action plans are posted online (ST1B-122; ST1B-123; ST1B-124).

An overwhelming majority of employees are aware of the learning outcomes for each of the courses they teach. A majority of employees have helped develop their unit's outcomes, have participated in assessing their unit's outcomes, and agree that the assessments for their unit's outcomes have resulted in improvements to their unit. (ST1A-19, #5b,c,d)

Program Student Learning Outcomes. All instructional programs have PSLOs, which are listed in the catalog and on each department website. Faculty within a program define the PSLOs, which are approved by the Curriculum Committee and Academic Senate (ST1B-3, p.7; ST1B-126).

Course assessments provide the data for assessing program learning outcomes. Disciplines are directed to assess at least one PSLO for each certificate and degree each year (ST1B-46, p.3). Each discipline has a plan identifying when each PSLO is to be assessed (ST1B-47). CSLOs are mapped to each certificate and degree program (ST1B-127; ST1B-57a; ST1B-57b). All certificate and degree programs have been assessed, and assessment reports are available on the SLO SharePoint website (ST1B-116; ST1B-65; ST1B-67). Faculty use assessment results to create action plans to improve programs (ST1C-29a; ST1C-29b).

Distance Education. The curriculum for classes taught through DE is identical to those taught in the traditional manner; as such, all DE courses have identified learning outcomes and lead to degrees or certificates. Courses taught via DE have identified online delivery requirements and methods of instruction that define regular and effective contact with the instructor (ST1B-56; ST1B-55, pp.31-32). A DE Addendum is attached to the online course outline of record. As part of program review, units assess the effectiveness of DE courses and the programs to which those courses align. As part of this evaluation, units are given comparative data on student achievement and student learning in the DE and traditional modalities (ST1C-18).

All DE faculty members are required to complete Etudes training, complete classes in pedagogy, and develop a sample shell, at which point they are approved by the DE Committee to teach DE classes (ST1B-55, p.7-9). The DE Committee is comprised of faculty members with a background in DE pedagogy. DE courses are assessed in the same way as traditional courses: faculty create and implement action plans to improve courses, and, after implementation, the SLO is reassessed to determine if the action plan was effective; the evaluation of course action plans leads to improvements in sections taught in DE mode (ST1B-100; ST1B-101).

Action Plans.
- Starting in the 2016-17 program review cycle, the College will begin using disaggregated CSLO results between DE and traditional course sections.
- By spring 2017, the faculty will define additional course student learning outcomes and enter them in official course outlines of record through the curriculum approval process.

Standard I.B.3.
The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard:

Institution-set standards (see Section II.B. Institution-Set Standards, pp.19-24)
- The College has institution-set standards for college wide student achievement appropriate to the mission. The standards are for enrollment, course completion, progression to the next course in a sequence of courses, program completion, degree completion, certificate completion, and transfer. The College has institution-set standards for programmatic student achievement in licensure/certification exam results and job placement/post training.

Criteria and processes used to set institution-set standards
- The College has defined a process for defining, assessing, and revising institution-set standards. All standards are included in the ESMP (ST1A-2)
- The institution-set standards were approved in the participatory governance process (ST1B-107)

Assessment
- Review of progress towards institution-set standards occurs in committees with oversight over ESMP measures associated with the standards (ST1A-22)

Published
- The College's institution-set standards are published online (ST1B-62)

Analysis and Evaluation:

Institution-set standards. The ESMP Implementation Grid includes all required institution-set standards, and the College publishes a separate chart that defines standards, identifies the oversight body, indicates the data that was used to determine the standards, and tracks progress towards the standards (ST1A-22). Starting with the 2015-16 annual program review, units defined standards for student achievement at the discipline level in course completion, progression to next course in a sequence of courses (Math, English, and Learning Skills), degree completion, certificate completion, licensure/certification exam results (Dietetics, Law, Nursing, Radiologic Technology, and Dental Technology), and job placement/post training (for CTE departments) (ST2A-10, p.14).

Appropriateness to mission. The institution-set standards are appropriate for the College to assess whether it is meeting its mission. The College tracks progress towards how well it is serving students from its "diverse communities" through enrollment trends. The College tracks progress towards student attainment of "educational and career goals" through program completion, degree completion, certificate completion, transfer, licensure/certification exam results, and job placement/post training. The College tracks progress towards its "learner-centered pathways" by tracking course completion and progression to next course in a sequence of courses.

Process for evaluation. The ESMP Implementation Grid lists the committees that have oversight for assessing and evaluating progress made towards institution-set standards. Oversight committees review data annually, assess college-level progress towards the objectives of the ESMP, and suggest actions to improve the associated measures (ST1A-4). Institution-set standards for programmatic student achievement in licensure/certification exam results and job placement rates are evaluated using the established annual program review process.

Broad-based understanding. A majority of students know how to find information on student success rates for the College and their program of study (ST1A-28, p.20, #31b). College employees are familiar with the ESMP, which includes the institution-set standards. Presentations on the standards aimed at fostering an understanding of priorities and an understanding of processes to implement strategies have been made regularly, such as at Faculty Symposium (ST1B-60a; ST1B-60b) and Days of Dialogue (ST1B-63). Standards are documented in the ESMP implementation grid (ST1A-22), which is published online (ST1B-62).

The most recent assessment shows that the College is meeting its standards except for transfer, though the College is still waiting for updated data in this area. (See Section II.B, pp.19-20)

Achievement of standards. The College annually tracks progress made towards its institution-set standards (See Section II.B, pp.21-24).

Annual report. The data the College provides in annual reports to the ACCJC are identical to the data that committees and units use in comprehensive and annual program review and in ESMP implementation assessment (ST1B-52; ST1B-53a; ST1B-53b).

Distance Education. The College's Distance Education Plan includes goals and institution-set standards to assess the effectiveness of its DE activities. The College's DE Plan requires units offering DE courses to continue to assess quality through program review, including analyzing DE student achievement data in terms of enrollment and course completion. The expectation is that the standards be the same as for the College as a whole. (ST1A-3, p.8)

Action Plan. The College will begin assessing progress towards programmatic student achievement in job placement starting in spring 2016.

Standard I.B.4.
The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard:

Use of assessment data
- The mission statement and ESMP are updated every six years using a comprehensive set of data—including college profiles, student access and achievement, analysis of previous planning outcomes, external scans, and internal scans—which ensures that the mission and ESMP are linked to the needs of the student population (ST1A-7)
- The College uses data collected from internal program review and external scans to assess the ESMP, which includes the institution-set standards (ST1A-8)
- Committees with oversight of ESMP goals and objectives, which include all measures of student achievement, provide or revise institutional actions or strategies based on data analysis and identify resource needs with anticipated costs (ST1B-64; ST1A-2; ST1A-22). See Standard I.B.9.
- Data are used in comprehensive program review (ST1B-108)
- Data are used in annual program review (ST1A-25; ST1A-26)
- ISLO assessment data are used to assess student learning (see Standard I.B.6.)
- The College has analyzed and is addressing disproportionate impact through the goals of the Equity Plan (ST1B-81a; ST1B-81b)

Organization of processes
- The integrated planning cycle is designed to focus on student learning and student achievement (ST1A-14, pp.17-22)

Analysis and Evaluation:

Planning and use of data. The College has a clearly defined integrated planning process that is designed to produce, support, assess, and improve student learning (ST1A-14, pp.17-22). Data are used at all stages of the integrated planning cycle. The mission and ESMP are assessed in response to data collected from internal program review and external scans (ST1A-7; ST1A-14, pp.5, 7). As part of the comprehensive program review, units review quantitative and

comparative data from the past six years, report on outcomes, close out all unit planning objectives, and develop new unit planning objectives for the next six years (ST1A-23). As part of the annual program review, units review and analyze quantitative and comparative data and revise unit planning objectives or create new planning objectives, as necessary (ST1A-25; ST1A-26).

Through annual assessment of progress towards the ESMP, student achievement is measured in terms of number of students who complete certificates and degrees and number of students who transfer; course completion rates; rates at which first-year students enroll in and complete basic skills math and English; persistence rates; licensure/exam pass rates of students in select CTE programs; employment rates in CTE programs; and achievement gaps (ST1A-22, Objective 2.1). Through the learning outcomes assessment process, the College uses assessment data to create action plans to increase student success at the course, program, and institution level (see Standard I.C.3). The probationary faculty prioritization process includes an analysis of data, including enrollments, FTES/FTEF ratio, program completion rates, and staffing needs based on size of the department (ST2A-81).

Data are communicated to committees and the public through annual reports from the Office of Institutional Effectiveness and through the six-year strategic planning databook at the start of each new program review cycle. The College has expanded its use of SharePoint as the primary way to document governance committee activities and outcomes and to share data with the campus. A majority of employees have seen useful data about their unit and agree their unit uses data for planning, evaluation, and program improvement. (ST1A-19, #6a,b)

Disaggregation of data. The 2012-13 CPR quantitative and comparative data sets included disaggregated access and success measures in areas relevant to the specific unit (ST1B-108). The 2014-15 annual program review included disaggregated data sets on basic skills and learning skills; student equity, including disproportionate impact analysis; and Achieving the Dream cohort data (ST1A-25). The 2015-16 annual program review data sets success rates between DE and traditional sections; and success rates by age, gender, race/ethnicity, disability, and cohort group (ST1A-26). In developing the 2015-16 Student Equity Plan, the College reviewed disaggregated data to determine how it is serving the local community in terms of access. Asian, white, and male students had equity gaps, resulting in planning activities, including outreach and recruitment at local high schools, to attempt to eliminate the equity gaps in five years (ST1B-79). The College also reviews disaggregated learning outcomes results based on ethnicity and gender (ST1B-20c; ST1B-20b, pp.6-7). For a list of disaggregated data and how it is used in program review, see Standard I.B.6.

Distance Education. Units assess disaggregated DE student achievement data in terms of enrollment and course completion (ST1B-108; ST1A-26, Part 1.3.b). The DE Committee regularly reviews student surveys and uses the results for planning (ST1B-109). Starting with the 2016-17 cycle, data will include student surveys on DE support services, as described in the action plan for Standard I.B.7.

Quality Focus Essay Plan. Starting in spring 2016, the Office of Institutional Effectiveness will produce data to be used to inform recruitment efforts. Data will include student satisfaction, price sensitivity, and academic program demand. Data will be used for enrollment management and decision-making to increase participation rates of area high school graduates. (Supports action project objective 1.2.)

Standard I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

Program review process
- The College has a clearly defined program review process that allows units to develop and assess action plans in support of the ESMP (ST1B-68)
- All campus divisions (Academic Affairs, Administrative Services, and Student Services) engage in program review
  - 2012-14 Validated Academic Affairs Comprehensive Program Reviews (ST1B-69)
  - 2012-14 Validated Student Services Comprehensive Program Reviews (ST1B-70)
  - 2012-14 Validated Administrative Services Comprehensive Program Reviews (ST1B-71)
  - 2013-14 Validated Program Reviews (ST1B-73)
  - 2014-15 Validated Program Reviews (ST1B-72)
- Improvement planning, implementation, and re-evaluation
  - The primary outcomes of program review are unit planning objectives. As part of program review, units report on actions taken and create new improvement planning objectives (ST1B-93a; ST1B-93b; ST1B-93c)
- Planning to budget
  - As part of program review, units create resource requests to support unit planning objectives (ST1B-74)
  - Resource requests are prioritized in support of ESMP goals and College priorities (ST1B-94a; ST1B-94b)
- Student learning outcomes
  - All units evaluate how they contribute to the mission through outcomes assessment. Outcomes assessment results and plans are linked to ESMP goals and objectives in program review (ST1B-51; ST1B-2, pp.4-5; ST1B-3, pp.3-4; ST1B-4, p.2-5)

Disaggregation
- All quantitative data used in program review is disaggregated by program type (ST1A-25; ST1A-26)

- As part of program review, units analyze success rates in DE and traditional courses (ST1C-18)

Analysis and Evaluation:

The Program Review Process. Board Rules clarify the purposes of program review and that program review "shall link the college's mission with the educational master plan, and department goals, and educational objectives" (ST1C-44, 6801). The College accomplishes this through its integrated planning cycle. The ESMP defines the College's goals, objectives, and measures, and a program's unit planning objectives are designed to support ESMP objectives towards fulfillment of the mission and the College's commitment to student success.

Program review is sustained and substantive, as the College continues to use institutional effectiveness to improve and update its programs and services. The most current cycle started in 2012; the College is currently in the third year of its annual updates to the comprehensive program review (ST1B-68). Departments and units in all campus divisions (Academic Affairs, Administrative Services, and Student Services) engage in program review. The College has a definition for a "program" and has identified which programs must participate in annual program review (ST1A-14, pp.30, 36). The College has defined program review as the process by which it uses quantitative and qualitative data to assess and evaluate the performance of its programs, resulting in unit planning in alignment with the goals of the ESMP and resource requests to support those plans (ST1B-74). Resource requests are prioritized in support of ESMP goals and College priorities (ST1B-94a; ST1B-94b).

In comprehensive program review, programs review data from the past six years, report on outcomes, close out all unit planning objectives, and develop new unit planning objectives for the next six years. Data includes analysis of the mission, SLO maps, curriculum, strengths/weaknesses/opportunities/challenges, trends and industry standards, external/programmatic requirements, and long-term needs. The resulting planning objectives can only originate from (a) annual ESMP priorities, (b) other college plans, (c) learning outcomes assessment results, (d) past program review recommendations, or (e) accreditation requirements, viability recommendations, and specific college external/programmatic requirements (ST1B-78).

In annual program review, programs review and analyze data, and they revise unit planning objectives or create new planning objectives, as necessary. Programs are expected to work collaboratively to report on quantitative and qualitative data, including (a) progress towards institutional priorities by analyzing comparative data sets, (b) previous year learning outcomes assessment activities, (c) a strengths/weaknesses/opportunities/challenges analysis, and (d) compliance with previous program review requirements and validation team recommendations. Quantitative data include enrollment, course success rates, retention, progression, program success rates, full-time to adjunct teaching ratios, and funding allocations. Qualitative data includes campus climate and student survey results. A majority of employees are familiar with the College program review process and have participated in their unit's program review process. (ST1A-19, #4a,b)

A component of program review is student learning and service unit outcomes assessment. All program outcomes align with an ESMP goal and objective; outcomes assessment may result in the creation of unit planning objectives that help the College accomplish its goals and objectives. A majority of employees agree that the program review process for their unit has resulted in improvements to their unit and that the outcomes of their unit's most recent program review have helped improve student learning/services (ST1A-19, #4c,d).

Summary of the stages in the program review process (ST1A-14, p.39):

- Unit reviews quantitative and qualitative data to assess and evaluate performance, including, program outcome assessments (ST1C-29a), progress towards their five-year assessment plan (ST1B-47), comparative access and success data (ST1A-25), and surveys (ST1A-19), among other types of data
- Unit works collaboratively to analyze the data (ST2A-10)
- Unit creates plans in alignment with the goals and objectives of the ESMP and evaluates progress made toward existing unit plans (ST2B-38a)
- Unit creates resource requests to support unit plans (ST1B-74; ST3A-1c)
- Managers/supervisors validate the program review (ST2A-10, p.25)
- EPPIC summarizes progress in an annual report used by oversight committees to assess progress made towards the ESMP (ST1B-93a; ST1B-93b; ST1B-93c)

Distance Education. Planning, approval, evaluation, and review of courses offered in DE occur as part of the College's overall integrated planning cycle. As part of program review, units can create DE unit planning objectives in alignment with the ESMP and submit supporting resource requests. Decisions about which courses to offer via DE are made by academic departments; courses are approved through the traditional curriculum approval process, with a DE Addendum including a justification for offering the course in DE mode. In summer 2015, for example, 20 courses were developed to ensure that a degree would be available through DE. Courses were selected based on whether they were UC/CSU transferable and if they would support an online degree.

At the unit level, DE courses are evaluated in the same way as traditional courses: through the comprehensive and annual program review process. At the college level, DE access and success rates are reviewed annually through the ESMP implementation grid and through the DE Committee's annual assessment of the DE Plan. For example, the College reviewed comparative data on traditional versus distance education as part of the 2013 Distance Education Substantive Change request submitted to the ACCJC to approve 29 degrees and 12 certificates that allow students to complete 50 percent or more of required courses through online instruction. Similarly, success rates in DE/traditional courses were assessed as part of the 2012-13 comprehensive program review. The 2015-16 annual program review required units to review comparative data on their DE courses.

Standard I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

Disaggregation and analysis of learning outcomes
- The College analyzes disaggregated institutional learning outcomes results based on ethnicity and gender (ST1C-25; ST1B-20b, pp.6-7)

Disaggregation and analysis of student achievement towards identification of gaps
- The College analyzes student achievement by subpopulations, including age, gender, ethnicity, socio-economic status, and DE/traditional students
    - ESMP (ST1A-2, Objective 2.3, p.27)
    - Comprehensive program review (ST1B-84)
    - Annual program review (ST1B-80)
    - Student Equity Plan (ST1B-81a; ST1B-81b; ST1B-79)
    - Basic Skills Plan (ST1B-99)
    - Achieving the Dream Plan (ST1B-110)
- Disaggregated data includes the following:
    - Disproportionate impact analysis for ESL and Math basic skills, 2014, 2015 (ST1B-83)
    - In course success by ethnicity, 2012 CPR (ST1B-84)
    - Traditional versus Distance Education by discipline, 2012 CPR; 2015 APR (ST1B-85; ST2B-26)
    - Percent of evening versus weekend by discipline, 2012 CPR (ST1B-86)
    - Veteran Student Achievement, 2012 CPR (ST1B-87)
    - Time to complete degree by discipline, 2014, 2015 (ST1B-88)

Implementation and evaluation of strategies
- The College implements and evaluates strategies to improve student achievement for subpopulations (ST1A-22; ST1A-4, Objective 2.3)
- Through program review and the integrated planning cycle, units use an analysis of learning outcomes and student achievement to develop unit planning objectives (ST1B-93a; ST1B-93b; ST1B-93c)
- Units request resources to support their unit planning objectives, which requests are prioritized through the resource request prioritization process, based on alignment with College priorities (ST1A-14, pp.23-26; ST1A-27)

Analysis and Evaluation:

Identification and interpretation of trends among subpopulations:

Learning outcomes. Starting with the fall 2014 and spring 2015 data load, the College began using eLumen to disaggregate institutional student learning outcomes results based on ethnicity and gender (ST1B-20c; ST1C-25).

Student achievement. The College has identified trends among subpopulations of students through a number of initiatives and plans. Disaggregated data analysis and planning occurs as part of the assessment of the ESMP (ST1A-2, Objective 2.3). The ESMP includes performance expectations for subpopulations (ST1A-22, Objectives 2.3.1, 2.3.2, and 2.3.3); these measures are tracked annually using the ESMP Progress Report Committee Update process, which includes the review of data, assessment of progress made, and suggestion for actions to be taken to improve the measures (ST1A-4).

Achievement of outcomes and changes made:

Basic Skills. The 2015/2016 ESL/Basic Skills Initiative (BSI) Plan, which was approved by the College in September 2015, includes interventions and goals developed to improve outcomes for students in ESL and basic skills math (four to one levels below transfer) and English (three to one levels below transfer). The ESL/BSI Plan built upon the progress made as a result of interventions outlined in the 2014/2015 ESL/BSI Plan. The College analyzed and compared the progress success rates for cohorts of ESL and basic skills students in academic years 2011-13 and 2013-15; the College also compared the success rates for students in basic skills courses with embedded supplemental instruction (SI) to the success rates for students in basic skills courses without SI. While there was no significant change in the success rates of basic skills students between the cohort years analyzed, semester success rates for student in SI-supported English 28 (one level below transfer) and Math 115 (two levels below transfer) were 10 percent higher than students in non-SI supported sections. However, while success rates for these two SI-supported course levels showed some promise, the analysis of student success rates for other ESL/basic skills courses highlighted a number of areas in need of improvement; the college is addressing these improvement areas as it scales up the use of supplemental instructors as an ESL/BSI intervention. These improvement areas include the following: (1) providing ongoing training and individualized feedback to SI tutors and to the faculty who use them; (2) increasing student participation rates in SI services; (3) developing a system to track the hours of SI participation for each student; and (4) identifying and reaching out to students not participating in SI services and other support services. The performance expectation is to improve the success rates by five percent for students in English and math courses at one to two levels below transfer (ST1B-99, pp.7-9).

Student Equity Plan. ISLO assessments and student achievement data are used to inform the Student Equity Plan, which is the primary tool the College uses to determine whether it is meeting ESMP objective 2.3 to increase equity in student achievement. Oversight occurs in COMPASS, which generates action plans based on data disaggregated by subpopulations in

terms of ethnicity, gender, age, disability, and economic status for course completion, math and English/ESL basic skills completion, transfer, and degree and certificate completion. Through the Student Equity Plan, the College also assesses its foster care and Veterans programs. The performance expectation is to reduce the percentage point gaps of disproportionately impacted groups by at least half by 2020 (ST1B-81a, pp.5-8). Evaluation of all activities based on disaggregated data is done annually using the same ESMP assessment process and as part of required reports to the state.

Achieving the Dream (AtD) Initiatives. AtD initiatives are assessed annually in spring based on data analyses of success rates of students in terms of basic skills completion, persistence, degree and certificate completion, and transfer. The initiatives align with ESMP objective 2.1 to increase the number of students who successfully achieve their academic and career goals; they also align with ESMP objective 2.2 to improve the rate at which new students enroll in and complete basic skills English and math. Oversight occurs in COMPASS, which writes an annual report analyzing campus wide surveys on the effectiveness of College leadership, systemic institutional improvement, broad engagement, and equity. Student data are disaggregated by ethnicity, gender, and economic status (ST1B-82, part 4, pp.6-8). AtD interventions in 2013-14 relied on disaggregated data analyses from the data team (now COMPASS) to inform the core team (now SPC) to develop and implement activities to improve success rates of subpopulations identified as "disproportionally impacted" in terms of equity. The core team came up with four initiatives to address low success rates of subpopulations of the student body: Engaged College Initiative, Front Door Initiative, K-12 Partnership, and Completion Pathway Reform. One of the strategies for Completion Pathway Reform was creation of a taskforce to look into development of a program focused on African-American students that would help improve the degree/certificate completion rates of that subpopulation of the student body. That activity, now as part of the 2014-15 Student Equity Plan, is currently being funded to provide counseling services for those disproportionally impacted.

Distance Education. As part of the DE Plan 2015-2020, the College will analyze DE student achievement data in terms of (a) enrollment, (b) course completion, and (c) retention. As part of this review, the College will look at disaggregated DE student achievement data to review disproportionate impact in DE courses based on gender, ethnicity, socio-economic status, and cohort group (ST1A-3, p.8). The institution-set standards for student achievement and disproportionate impact are the same as for the College as a whole. As part of the 2015-16 annual program review, units analyzed disaggregated achievement measures, including a comparison of success rates between DE and traditional sections, and a semester comparison of success rates by age, gender, race/ethnicity, disability, and/or cohort group (ST2B-26). The comparison was done based on the institution-set standards for student achievement and disproportionate impact set by the College as a whole.

Action Plan. In fall 2016, the College will begin disaggregating ISLOs by age, using 2015-16 data.

Standard I.B.7.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard:

Processes used to assess the effectiveness of the integrated planning cycle
- Governance committees have clearly defined roles in developing policies and practices (ST1A-14, pp.9-12)
- Governance committees are responsible for documenting any changes to established policies and procedures in the committee operating agreement or in committee supporting documentation (ST1B-61, #7-8)
- The primary documentation of the integrated planning cycle is the Integrated Planning and Governance Handbook, which is reviewed and evaluated by the Strategic Planning Committee (SPC) at least every three years to assure integrity and effectiveness. Any changes are subject to approval by the Academic Senate and College president (ST1A-14, p.4)
- The College Council is charged with making recommendations to the president on institution-wide processes (ST1B-89)
- The SPC makes recommendations to the College Council on educational master planning, technology planning, matriculation planning, equity planning, enrollment management planning, and other forms of goal setting that have a direct impact on student learning and success (ST1B-24)
- The Educational Policies and Program Integrity Committee (EPPIC) makes recommendations for unit-level educational policy development, including the college wide program review process, learning outcomes assessment, instructional budget allocation, program viability studies, and other matters of educational planning and policy (ST1B-27)

Analysis and Evaluation:

The College has made numerous improvements to its policies and practices to assure their effectiveness in supporting academic quality and accomplishment of the mission.

Governance processes. The most significant change to governance procedures occurred through A New Model for Governance (ST1B-90), which was adopted in spring 2013. The model, which was approved by mutual agreement between the Academic Senate and the president, clarified committee responsibilities and reporting, more clearly aligned student success efforts with institutional planning, and helped ensure that faculty, staff, students, and administrators worked cooperatively to make recommendation on policies and processes towards student success. A number of elements of the governance structure were clarified, including the creation of the following committees:

- College Council, which assumed the responsibility of the Shared Governance Council, to make recommendations to the president on institution wide processes
- Strategic Planning Committee, which assumed the responsibilities of the Shared Governance Council Planning Committee and Student Success Committee, to make recommendations to promote student success at the college level
- Educational Policies and Program Integrity Committee, which assumed the responsibility of the Educational Planning Committee and Program Review Committee, to make recommendations to promote student success at the unit level

A number of committees are responsible for reviewing key College processes. The Program Review and Effectiveness Committee (PRE) organizes, implements, and validates the program review process for all campus programs. The committee works to improve the processes and forms used in program review and planning to budget, based on recommendations from EPPIC through its Program Review Summary. Similarly, the Student Leaning Outcomes and Assessment Committee produces an Annual SLO Report that includes suggestions for improvements to the outcomes assessment processes and an evaluation of improvements that have occurred in all campus units as a result of outcomes assessments. Other new or revised committees include the Accreditation Team, which ensures compliance with all ACCJC standards and policies; a faculty hiring prioritization committee and process (HPC); a committee supporting the student success goals of the ESMP (COMPASS); a committee providing oversight of the SSSP Plan (SSSP); the merging of the Bond Steering Committee and the Facilities Planning Committee to oversee the Facilities Master Plan; and an Institutional Integrity Committee to review processes for updating the catalog and maintaining the integrity of the website.

Planning processes. The Integrated Planning and Governance Handbook, written in 2013 and approved in spring 2014, is an important publication that clarifies the College's governance and integrated planning cycle (ST1A-14). Approved by the president of LACC on recommendation of the College Council and the Academic Senate, the document describes the program review, planning, and budget development processes. The handbook was vetted by all major governance committees and will be reviewed by the SPC at least every three years to assure integrity and effectiveness. A number of important changes occurred as a result of the clarification of the integrated planning cycle:
- Combined the Educational Master Plan and Strategic Master Plan into a single six-year Educational and Strategic Master Plan (ESMP) to avoid duplication of efforts in college planning (2014)
- Developed an annual timeline to better align the program review, unit planning, and resource allocation processes, and to make oversight committees aware of when they need to complete their responsibilities (ST1B-91a; ST1B-91b; ST1B-91c)
- Established that oversight committees must now be "closing the loop" on using the results of the EPPIC Program Review Summary, which includes summaries of unit planning objectives and updates to access and success measures, to consider recommendations for action at the campus level to improve student success (2013)
- Assigned specific committees responsibility for oversight of ESMP objectives (2014)

- Defined the types of data that units use to create unit planning objectives and associated resource requests, including both quantitative data (ESMP access and success measures) and qualitative data (strengths/weaknesses/opportunities/challenges, learning outcomes assessment discussions) (2013)
- Required that all unit planning objectives align with ESMP measures (2013)
- Required that all unit planning objectives can only be created in response to ESMP annual priorities, college plans, learning outcomes assessment results, program review recommendations, or accreditation requirements, viability recommendations, and specific college external/programmatic requirements (2013)
- Created a classified hiring committee to parallel the processes of prioritization done by the faculty hiring committee (2015)

Program review processes for instructional, student and learning services, and administrative services units. In recent years, there have been important changes to outcomes from the review of the program review process:
- Move from biennial updates (2006) to annual modules (2010) to comprehensive program review with annual updates (2012) to support for continuous dialogue and development of unit planning objectives
- Creation of SGC Program Review Subcommittee (2009), now the Program Review and Effectiveness subcommittee of EPPIC (2012)
- Requirement that unit planning objectives align with ESMP measures, ensuring that planning efforts align with College priorities (2013)
- Requirement that learning/service outcomes assessment results are used for unit planning objectives (2014)
- Use of eLumen for learning outcomes assessments (2007)
- Requirement for units to write a Five-Year Plan for course outcomes assessment (2013)
- Adding curriculum planning to the program review template (2015)
- Use of SharePoint templates and comparative data sets to ensure continuity and transparency (2009)
- Increase in number of programs that are required to engage in program review
- Increase in unit planning objectives (205 in 2013-14, 273 in 2014-15, 301 in 2015-16)
- Increase in unit planning objectives completed (0% in 2013-14[2] to 10% in 2014-15) and in progress (21% in 2013-14 to 38% in 2014-15) (ST1B-93a; ST1B-93b)
- As a result of a review of low-performing certificates, the College created a standard email address that all department chairs use to send their certificates for review by Admissions and Records, which then reviews each student certificate and notifies the department chair of the status of each award (ST1B-111)

Learning outcomes practices. A review of the 2008-12 institutional student learning outcomes data resulted in a revision to the list of institutional student learning outcomes. The SLO

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[2] Prior to the 2012-13 Comprehensive Program Review units were asked to complete, discontinue, or renew all existing plans as new unit planning objectives (ST1B-96).

Committee separated the combined critical thinking and information competency ISLO into two distinct ISLOs to improve the validity of the assessment results. The review also resulted in many math courses assessing their CSLOs prior to the final exam to provide insight on student learning needs to increase course completions (ST1B-20a; ST1B-20b).

Distance Education. The DE Committee writes an annual assessment, which includes a review of changes to processes, policies, and practices that occurred in the previous year (ST1B-92). DE processes are articulated in the DE Handbook, which undergoes revisions in the DE Committee that are vetted in appropriate participatory governance committees (ST1B-55).

Standard I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard:

Participation in and communication about assessment and evaluation activities
- The College uses its participatory governance structure to share assessment and evaluation results (ST1A-14 p.12)
- The College posts annual progress towards ESMP objectives (ST1A-4)
- Educational Policies and Program Integrity Committee (EPPIC) posts comprehensive and annual program review outcomes (ST1B-93a; ST1B-93b; ST1B-93c)
- The results of resource request prioritization are publicly available (ST1B-94a; ST1B-94b)
- The SLO SharePoint website includes the Annual SLO Report and assessment results and reports for the institution and for all academic, administrative, and student learning and support units (ST1B-95)

Analysis and Evaluation:

The participatory governance structure assures that all College stakeholders have the opportunity to participate in planning and evaluation (see Standard IV.A.1). The College uses its participatory governance structure to disseminate information to the campus (ST1A-14, p.12). Committees post all information disseminated at meetings on their SharePoint websites, which are publicly accessible. Documentation includes agendas, minutes, reports, presentations, annual assessments, and handouts with relevant data.

At the college level, committees with responsibility for ESMP objectives periodically review the ESMP Implementation Grid and provide progress reports to the SPC. Committees assess and evaluate progress, which is summarized in each committee's annual assessment reports and at the online ESMP Progress Report Committee Update website. Annual assessments are reviewed, validated, and shared in appropriate committees.

At the unit level, EPPIC provides an annual program review summary report that is shared with appropriate committees and used by ESMP oversight committees to consider recommendations for action at the campus level. An annual summary of learning outcomes assessments is written and disseminated by the SLO&A committee. All unit planning is documented in a publicly accessible site (ST1B-93a; ST1B-93b; ST1B-93c). Employees are familiar with their unit's annual goals, agree that those goals help to prioritize their efforts, and agree that their unit reviews the accomplishment of its annual goals (ST1A-19, #4f,g,h).

The College's SLO website is a publicly accessible source for communicating assessment results and reports for the institution and for all college units (ST1B-95). The website is also a repository for assessment resources, the SLO Committee's activities and reports, notes from SLO discussions, the Student Services SLO Workgroup minutes, and presentations the SLO campus coordinator has delivered to the campus.

The Office of Institutional Effectiveness provides frequent reports that are shared with the instructional departments and services areas to inform them of progress made as a campus and by individual units. All data used in the comprehensive and annual program review process are available on SharePoint and accessible by the campus.

The College uses updated data sets to develop annual ESMP priorities (ST1A-21a; ST1A-21b; ST1A-21c). The current priorities are to ensure that students build early momentum towards success by accessing key programs, courses, and services in their first year of enrollment; increase the number of first-time college students who enroll directly from local feeder high schools; increase the number of students who successfully achieve their academic and career goals; improve the rate at which students complete basic skills English and math; and increase equity in student outcomes. Through its planning to budget process, the College prioritizes resource requests based on how well they support these ESMP annual priorities. Employees agree that their unit helps to achieve the ESMP (ST1A-19, #3b).

Standard I.B.9.
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard:

Mechanisms to gather evidence about the effectiveness of programs and services
- The College engages in a continuous, broad-based, and systematic integrated planning cycle that includes program review and college-level planning and leads to resource allocation (ST1A-14, pp.16-26)

Analysis and Evaluation:

College level planning. The primary document for college planning is the Educational and Strategic Master Plan (ESMP). The College's mission and ESMP align with the District mission and strategic plan. LACC accomplishes its mission by implementing action plans to support the goals and objectives of its ESMP. The ESMP guides all other College plans, strategies, and learning outcomes, and forms the basis for the program review process. The process of continuous quality improvement is achieved through the stages of the integrated planning cycle, including assessment and evaluation of plans and units; College and unit planning; planning to budget; and plan implementation. (ST1A-14, pp.16-26)

The College continually assesses progress towards completion of its ESMP and supporting plans. As part of the writing of new plans, existing plans are assessed to determine progress towards completion of objectives, which in turn informs new plans. Employees are becoming more familiar with the campus wide planning process and how it drives LACC's budgeting of resources, and they are becoming more familiar with the process for submitting a formal request for funds. (ST1A-19, #6b,c)

Summary of the stages in the College review process (ST1A-14, p.38)
- SPC creates annual planning priorities (ST1A-21c)
- Committees with oversight of ESMP objectives and supporting plans (ST1A-22) use the EPPIC Program Review Summary Report (ST1B-93a) and annual College wide comparative data updates (ST1A-8) to track progress made towards ESMP objectives and create action plans to improve the measures
- SPC summarizes annual progress towards ESMP (ST1A-4)

Summary of the stages in the planning to budget process (ST1A-14, p.41)
- Unit creates resource requests to support unit plans, including faculty (ST3A-1c), operating expenses, and additional expenses (ST1B-74)
- Faculty hiring prioritization committee uses annual ESMP priorities and program review results (ST2A-81) to prioritize faculty hiring requests (ST3A-1b)
- Budget prioritization committees use annual ESMP priorities, annual progress towards ESMP, and program review results to prioritize resource requests (ST1A-27)
- Budget Committee creates a single prioritized list of all resource requests (ST1B-94a)
- Funds are allocated (ER5-2, p.23)

The College has numerous plans that support the ESMP:
- **Human Resources Plan.** Aligns with ESMP strategy 4.3.1 to achieve a positive college ending balance every fiscal year, and aligns with ESMP strategy 4.2.4 to optimize the utilization of campus facilities based on identified need. Oversight occurs in the Facilities Planning Committee. (ST1A-10)
- **Staff and Organizational Development Plan.** Aligns with ESMP objective 3.2 to enhance employee development opportunities so that they are frequent, accessible, and

effective. Oversight occurs in the Staff and Organizational Development Committee. ([ST1A-12](#))

- **Technology Resources Plan.** Aligns with ESMP objective 3.2 to enhance employee development opportunities so that they are frequent, accessible, and effective, and aligns with ESMP objective 4.2 to ensure campus facilities and technology support priorities of student learning and success. Oversight occurs with the Staff and Organizational Development Committee, OSS, and Technology Steering Committee. ([ST1A-11](#))
- **Facilities Master Plan.** Aligns with ESMP objective 4.2 to ensure campus facilities and technology support priorities of student learning and success. Oversight occurs with the Facilities Planning Committee. ([ST1B-97](#); [ST1B-98](#))
- **Basic Skills Plan.** Aligns with ESMP objective 2.2 to improve the rate at which new students enroll in and complete basic skills English and math. Oversight occurs in COMPASS at the college level and EPPIC at the program level. ([ST1B-99](#))
- **Student Equity Plan.** Aligns with ESMP objective 2.3 to increase equity in student achievement. Evaluation of activities for both 2014-15 and 2015-16 will occur as part of the 2016-17 report. Oversight occurs in COMPASS, which analyzes data disaggregated by subpopulations in terms of ethnicity, gender, age, and economic status, and in terms of access, course completion, basic skills completion, degree and certificate completion, and transfer. The performance expectation is to reduce the percentage point gaps of disproportionately impacted groups by at least half by 2020. ([ST1B-81a](#), pp.5-8)
- **Achieving the Dream Initiatives.** AtD initiatives are assessed annually in spring based on data analyses of success rates of students in terms of basic skills completion, persistence, degree and certificate completion, and transfer. The initiatives align with ESMP objective 2.1 to increase the number of students who successfully achieve their academic and career goals, and with ESMP objective 2.2 to improve the rate at which new students enroll and complete basic skills English and math. Oversight occurs in COMPASS, which writes an annual report analyzing campus wide surveys on the effectiveness of College leadership, systemic institutional improvement, broad engagement, and equity. Student data are disaggregated by ethnicity, gender, and economic status. ([ST1B-82](#), pp.6-8)
- **Student Success and Support Programs Plan.** Aligns with ESMP objective 1.2 to ensure that students build early momentum towards success by accessing key programs, courses, and services in their first year of enrollment, and aligns with ESMP objective 2.1 to increase the number of students who successfully achieve their academic and career goals. The Plan is for both credit and noncredit students. Plan oversight is with the Student Success and Support Committee ([ST2C-44](#)).

Unit planning (Educational, Student and Learning Services, Administrative Services).
Program review results in the updating of existing unit planning objectives or in the writing of new unit planning objectives in support of the ESMP, which includes goals and objectives to improve student achievement, learning, support services, and institutional processes ([ST1B-93a](#); [ST1B-93b](#); [ST1B-93c](#)). At the conclusion of program review, resource requests are prioritized based on the outcomes of program review and on how strongly unit planning objectives support ESMP objectives and College priorities ([ST1B-94a](#); [ST1B-94b](#)). For a complete description of the stages of the program review process, see Standard I.B.5.

Distance Education. Starting with the 2015-16 cycle, assessment data collected for DE courses is the same as for traditional courses. Units assess disaggregated DE student achievement data in terms of enrollment and course completion. Starting with the 2015-16 assessment cycle, units will be able to compare learning outcomes assessment results between course sections taught in the traditional and DE mode. Starting with the 2016-17 cycle, data will include student surveys on support services, as described in the action plan for Standard I.B.7.

Action Plan. The College will complete a Continuous Improvement Plan that describes how key integrated planning processes and activities are reviewed, evaluated, and assessed. The Continuous Improvement Plan elaborates on the processes described in the Integrated Planning Handbook and is intended to guide institutional effectiveness and continuous quality improvement. The plan will describe categories and components of the continuous improvement processes, the cycle of evaluation of those processes, and how the processes are aligned with ESMP goals. The plan will be initiated by the Strategic Planning Committee and vetted through the governance structure by the end of spring 2016.

Quality Focus Essay Plans.
- By summer 2016, the College will develop a Strategic Marketing Plan with specific action plans for 2017-18 and 2018-19. The plan will support the College's efforts to meet its enrollment targets. (Supports action project objective 1.1.)
- By 2018-19, the College will revise and expand its Enrollment Management Plan to include scheduling of classes, marketing, recruitment, and retention. The plan will include both short-term (30-, 60-, and 90-day) and long-term planning objectives. (Supports action project objectives 1.2 and 1.4.)
- By 2019-20, the College will create plans to operationalize its First Year Experience and City Pathways programs towards the goal of increasing the number of students who matriculate from feeder schools. (Supports action project objective 2.2.)

Evidence List for Standard I.B.

ST1B-1 Administrative Services Assessment Handbook
ST1B-2 Course Level Assessment Process Handbook
ST1B-3 Academic Program Student Learning Outcome Assessment Process Handbook
ST1B-4 Handbook for the Student Services Outcomes Assessment Process
ST1B-5 SLO Department Coordinator Roles & Responsibilities
ST1B-6 Academic Senate Resolution #2-Fa15: SLO Assessment Dialogue
ST1B-7 Art SLO Discussions
ST1B-8 2014-15 SLO Kickoff Agenda
ST1B-9 2015-16 SLO Kickoff Agenda
ST1B-10 Student Services Discussions
ST1B-11 Student Services Assessment Timeline 2013-14
ST1B-12 Student Services Assessment Timeline 2014-15
ST1B-13 Student Services Assessment Timeline 2015-16
ST1B-14 Student Services Workgroup
ST1B-15 Administrative Services Workgroup Outcomes, October 2012

ST1B-97 LACC-Campus Statement and Plan Summary 2012
ST1B-98 LACC 2014-18 Five Year Construction Plan
ST1B-99 2015-16 Basic Skills Plan
ST1B-100 DE Course Action Plans
ST1B-101 DE Course Improvements
ST1B-102 Noncredit SLO Reflection Form
ST1B-103 DE Committee Agendas and Minutes
ST1B-104 APR Admin Services Guide 2015-16
ST1B-105 APR Instructional Units Guide 2015-16
ST1B-106 APR Student Services Guide 2015-16
ST1B-107 College Council Approval of Institution Set Standards
ST1B-108 Comprehensive Program Review Data Sets
ST1B-109 LACCD Fall 2014 Survey of Students in Online Courses Analysis
ST1B-110 2015 Achieving the Dream Annual Narrative June 2015
ST1B-111 Reporting Process Degrees and Certificates
ST1B-112 Student Services Council Minutes, 11-10-15
ST1B-113 Analysis and Action Plan - Music Certificates
ST1B-114 Analysis and Action Plan - Theater Degree
ST1B-115 Art-PSLO Assessment 2014-15
ST1B-116 Program Assessment Report by Unit by Year
ST1B-117 Rubrics Historical
ST1B-118 Analysis Action Plan Sociology 12 Fall 2011
ST1B-119 Implementation of Action Plan Biology 6 Spring 2012
ST1B-120 Analysis Action Plan Speech 73 Fall 2011
ST1B-121 Implementation of Action Plans Rad Tech 100 Fall 2011
ST1B-122 Art and Architecture CSLO Evidence Spring 2015
ST1B-123 Chemistry and Geophysical Sciences CSLO Evidence Spring 2015
ST1B-124 English CSLO Evidence Fall 13 to Spring 14
ST1B-126 Approved Spreadsheet DEC Curriculum Meeting, December 2014
ST1B-127 Theater AA-T Degree-Mapping

Standard I.C. Institutional Integrity

Standard I.C.1.
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard:

Regular review of publications
- The College has an Institutional Integrity Committee, under the guidance of the Accreditation Team, to ensure clarity, accuracy, and integrity of information in the catalog and website (ST1C-1)
- The College has a formal process for updating the catalog and website (ST1C-2)

Mission
- The mission statement is printed in the catalog (ST1A-15, p.7) and is posted online (ST1A-1)
- The College has a process for assessing and updating the mission statement (ST1A-14, pp.5-6)

Learning outcomes
- Institutional student learning outcomes, program outcomes, service outcomes, and course outcomes are provided in the catalog, on the SLO website (ST1B-95; ST1C-15), on program websites, and on syllabi (ST1C-51a, p.1; ST1C-51b, p.3)

Programs
- Educational programs are listed online (ST1C-3) and printed in the catalog (ST1A-15, pp.41-132)

Student support services
- Student Support Services are listed online (ST1C-4) and printed in the catalog (ST1A-15, pp.263-273)

Accreditation status
- The required language on accreditation status is in the catalog (ST1A-15, p.7) and on the website one click away from the homepage (ST1A-5)
- The CEO has notified the campus community and public of the upcoming review. The College has made an appropriate and timely effort to solicit third party comments in advance of its evaluation visit, with the Third Party Comment Form having been posted online on September 21, 2015 (ST1A-6)

- Programs with independent accreditation list their accreditation status on their websites:
    - Nursing ([ST1C-5a](ST1C-5a))
    - Dietetics ([ST1C-5b](ST1C-5b))
    - Radiologic Technology ([ST1C-5c](ST1C-5c))
    - Dental Technology ([ST1C-5d](ST1C-5d))
    - Paralegal ([ST1C-5e](ST1C-5e))

Student achievement
- The College provides web links to the following sets of student achievement data:
    - Student Success Scorecard ([ST1A-5](ST1A-5))
    - Institution-set standards and progress towards meeting those standards ([ST1B-62](ST1B-62))
    - Annual access and success data used in program review ([ST1A-25](ST1A-25); [ST1A-26](ST1A-26))

Analysis and Evaluation:

Review of publications. The Institutional Integrity Committee was formed in October 2014. The committee formalized a process to ensure that the catalog is the primary source of information regarding the mission statement, educational programs, learning outcomes, and student support services, and to ensure that the website reflects any changes to this information. The formal operating agreement was written and approved in early fall 2015 ([ST1C-1](ST1C-1)). The College has an identified process for how to update the catalog, how to ensure that catalog changes are reflected on the website, and for determining what information should be on department and committee websites ([ST1C-2](ST1C-2)). For more information on how the catalog is updated, see Standard I.C.2.

The catalog, schedule of classes, and website are the primary ways the College provides information to the students and the public. The catalog was last updated in September 2015, the result of six months of comparing and reconciling the California Community Colleges Chancellors Office (CCCCO) list, District PRAP list, and the existing catalog. Unofficial programs were removed, and the District was made aware of programs they needed to include in their PRAP list. The 2015 catalog thus reflects the official list of programs offered at the College.

Learning outcomes. Institutional student learning outcomes are available to students and the public in the catalog and on the SLO website ([ST1B-95](ST1B-95); [ST1C-15](ST1C-15); [ST1C-17](ST1C-17)). PSLOs for each degree and certificate appear on each department or program website ([ST1C-6](ST1C-6); [ST1C-7](ST1C-7)) and on each department's page in the catalog ([ST1A-15](ST1A-15), for example Administration of Justice, pp.43-44; [ST1A-15](ST1A-15), for example Electronics, pp.86-87). Outcomes for student support services appear on each unit's website ([ST1C-8](ST1C-8); [ST1C-9](ST1C-9)). The campus SLO coordinator communicates with the College webmaster to update websites with revisions. Course learning outcomes, identical to those on the approved course outlines, are included on every course syllabus. The campus SLO coordinator updates the list of CSLOs in eLumen and posts it on the SLO website ([ST1B-43](ST1B-43)).

Student achievement. Achievement data are provided to the public on the College website. The Student Success Scorecard links to the latest data compiled by the California Community Colleges Chancellors Office. The Office of Institutional Effectiveness is charged with providing

current and accurate data on progress towards meeting institution-set standards, and it is charged with providing the access and success data used in program review.

Student recruitment. Recruitment is done by the Office of Outreach and Recruitment, including well-qualified employees whose positions are clearly specified. The College has policies and procedures for the training of student ambassadors and career guidance counseling assistants, as well as information on the high school registration process, on how to conduct a tour of the campus, and on all student support services, CTE programs, and academic degree programs. (ST1C-26a; ST1C-26b)

Scholarships and awards. Awards of Foundation scholarships are offered only on the basis of specific criteria related to merit or financial need (ST1A-15, p.17; ST1C-10).

Distance Education. The College website advertises DE courses separately (ST1C-11; ST1C-12). The website includes a separate page with information for DE students, with resources including the online library catalog, the electronic book catalog, access to databases, 24/7 online reference assistance, a link to the online Bookstore, and online counseling and academic advisement (ST1C-13). The information on the DE website is the responsibility of the DE Committee and the Institutional Integrity Committee (ST1B-29; ST1C-1). The effectiveness of this information in reaching potential students in DE programs is reflected in the increased enrollment in DE courses over the past few years and the development of new online courses (ST1A-3, p.11). In program review, the College uses disaggregated data to compare success rates in DE and traditional courses (ST1B-108; ST1C-18). Results of program review are posted online at the College website and accessible to all (ST1C-19).

Quality Focus Essay Plan. In order to improve the clarity, accuracy, and integrity of information provided to prospective students, the College will update its website. By summer 2016, the College will have a functional, interactive website with increased promotional capabilities. The new marketing will include a definition of points of pride and areas of distinction, and will also include promotion of signature and under-enrolled academic programs. (Supports action project objective 1.1.)

Standard I.C.2.

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

Evidence of Meeting the Standard:

The LACC catalog includes all facts, requirements, policies, and procedures listed in the ACCJC "Catalog Requirements":

Requirement	Catalog Page Number
Official Name, Address, Telephone Number, and Website Address of the Institution	p.iii
Educational Mission	p.7
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	p.7
Course, Program, and Degree Offerings	pp.32-132 as part of each Department/program
Assessment of Student Learning Outcomes	p.8
Student Learning Outcomes for Certificates and Degrees	pp.42-132, examples on pp.68,94,129
Academic Calendar and Program Length	p.11
Academic Freedom Statement	p.251
Available Student Financial Aid	pp. 18-23
Available Learning Resources	Library: p.271 Bookstore: p.264 Specialty services and programs for targeted students: pp.263-273
Names and Degrees of Administrators and Faculty	pp. 274-283
Names of Governing Board Members	p.iii
Admissions Requirements	pp.11-15
Student Tuition, Fees, and Other Financial Obligations	pp.16-17
Degrees, Certificates, Graduation and Transfer Requirements	pp.18-31
Academic Regulations, Including Academic Honesty	p.258 (academic honesty) pp.249-260 (all other regulations)
Nondiscrimination	p.9
Acceptance and Transfer of Credits	Credit by exam: p.257 Credit for courses at non-accredited institutions: p.257 Evaluation of foreign transcripts: p.258
Transcripts	p.250
Grievance and Complaint Procedures	p.261
Sexual Harassment	p.9
Refund of Fees	p.16
Locations or Publications Where Other Policies May Be Found	Board Rules: pp.258-260

- The catalog is provided in both print and electronic formats (ST1A-15)

Analysis and Evaluation:

Access to the catalog. Students and prospective students have online access to the most recent catalog. A limited number of printed versions are made accessible to the public in the Library, all Student Services offices, the Admissions and Records Office, the Financial Aid Office, and in each academic department. The electronic version of the catalog for the upcoming year is posted to the website in August of each year.

Updating the catalog. The College follows an approved process to ensure that the information in the catalog is accurate, current, and detailed (ST1C-2, pp.2-3). A designated academic dean oversees the annual catalog update process. Student Services units and the curriculum chair edit the wrap pages. Managers sign off on any changes. Department chairs are given time to edit their departmental pages, with edits verified by the department chair, curriculum dean, vice president of the Academic Senate (curriculum chair), and curriculum secretary. The curriculum dean updates pages listing administrators, department chairs, and faculty. Department chairs review and provide updates. The list of administrators is reviewed at a management meeting. A majority of students believe the catalog provides accurate information on the College, its programs, and policies (ST1A-28, p.15, #23e).

Distance Education. Distance Education students can access information on academic freedom, student financial aid, and available learning resources in the online version of the catalog. Additional information is provided at the DE website, including links to the online library catalog, the electronic book catalog, access to databases, 24/7 online reference assistance, the online bookstore, and online counseling and academic advisement (ST1C-13). A webpage specific for DE students provides links and information on additional student resources (ST1C-20). Financial Aid services, including the FAFSA application, can be completed online (ST1C-21). The catalog describes the instructional delivery applied in DE courses, the interaction between faculty and students, and the accessibility of faculty and staff to students (ST1A-15, pp.254-255).

Standard I.C.3.
The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard:

Student learning data and analyses
- ISLO, PSLO, and CSLO assessment data and reports are collected for each unit and made public
    - The College posts annual outcomes assessment performance data (ST1C-25 ST1C-27)
    - The College writes an annual analysis of campus wide outcomes assessment activities (ST1B-20a; ST1B-20b)

- Current and prospective students can access ISLO, PSLO, and CSLO assessment data and reports (ST1C-15)
- The campus SLO coordinator makes regular reports to governance committees on learning outcomes assessment data (ST1C-22)

Student achievement data and analyses
- Student achievement data are published as part of the review of progress made towards the ESMP and in program review. Data are published annually. The following are the most recent data sets:
  - ESMP data sets 2014-15 (ST1A-8)
  - 2015-16 annual program review comparative data sets (ST1A-26)
  - College Profile 2014 (ER2-3)
  - Annual Student Success Scorecard data (ST1C-24)
- Analysis of student achievement data occurs through annual assessments of progress made towards the ESMP (which includes institution-set standards) and in program review. Summaries are published annually. The following are the most recent analyses:
  - ESMP Progress Reports (ST1A-4)
  - 2015-16 EPPIC Program Review Summary including summary of progress towards 2012-18 unit planning objectives (ST1B-93b)
- For more information on analysis of disaggregated student achievement data, see Standard I.B.6.

Analysis and Evaluation:

By posting data and analyses online, the College informs the public about academic quality, both at the college and program level.

Student learning data and analyses. The College collects student learning assessment data for its instructional and student support services programs. Using eLumen, faculty generate assessment reports for each assessed course section that tells the percentage of students who have exceeded, met, or fell below the course SLO expectations. Based on this data, faculty create action plans to improve CSLOs. An assessment report, including assessment results and action plans for each course, is generated each term for each department. Similarly, program assessment reports include a summary of the results and action plans for the program. Reports are reviewed in department meetings and posted on the publicly accessible SLO website (ST1C-29a; ST1C-29b). Assessment reports are also generated and posted for all student services programs (ST2B-29; ST2B-30). The SLO Committee uses department and student services reports to compile a publicly accessible Annual SLO Report that includes a campus wide assessment of student learning needs and evidence-driven recommendations on ways to improve assessment activities and improve use of assessment results to improve student learning (ST1B-20a; ST1B-20b). The College also collects student learning assessment data for all of its institutional student learning outcomes (ST1C-16).

Student achievement data and analyses. Student achievement data are published annually on the College website, both for program review and for ESMP review. Institution-set standards for

student achievement are included as part of the ESMP and implemented through the program review and committee oversight process. Oversight committees review progress made towards ESMP measures using achievement data (ST1A-8) and document the results for public access (ST1A-4). Student achievement data are published annually at the unit level (ST1A-26) and are used by departments in program review. Summaries of program review results are published annually (ST1B-93b).

Standard I.C.4.

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

Information about programs
- Each certificate and degree is described in the catalog (ST1A-15, pp.32-132) and on individual department websites (ST1C-3)
- Each certificate and degree is described on the department website (examples: ST1C-30a; ST1C-30b), including PSLOs, required and elective courses, and the number of units

Verification that students receive a course syllabus that includes student learning outcomes
- Faculty members are required to provide students, the department chair, and the Office of Academic Affairs a syllabus that includes "the approved course student learning outcomes" (ST1C-31, 6703.10)
- Faculty are evaluated on whether they include the officially approved course SLOs on their syllabi (ST1C-32)
- All course syllabi are posted online (ST1C-33)

Verification that individual sections of courses adhere to the course learning outcomes
- Faculty are evaluated on whether they teach course content that is appropriate to the official course outline of record, which includes SLOs (ST1C-34, p.191)
- The SLO course coordinator ensures that when courses are assessed, all faculty use the approved course SLO task and rubric (ST1B-36)

Analysis and Evaluation:

The College uses its catalog as the source for all information about its programs. The website is updated annually with all changes made to the catalog. (See Standard I.C.1 for how the Institutional Integrity Committee ensures clarity, accuracy, and integrity of information in the catalog and website.) The catalog and department websites include a description of the purpose, content, course requirements, and expected learning outcomes for all certificates and degrees.

The College verifies that faculty adhere to stated course objectives and learning outcomes through comprehensive and basic evaluations, during which teaching skills are assessed through required classroom observations and student evaluations (ST1C-34, pp.70,159). The evaluation

reviews whether the faculty member "disseminates course syllabi" (ST1C-34, p.189). Learning outcomes and course objectives are stated in course outlines of record, and faculty evaluation ensures that the instructor "teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline" (ST1C-34, p.191).

Distance Education. The College does not offer any degree or certificate 100 percent online. DE students can access information about programs through the College catalog and website in the same way as traditional students. Students taking DE courses must accept in the LMS that they have received a syllabus before they can continue with the course (ST1C-49). DE faculty are evaluated through comprehensive and basic evaluations in the same manner as traditional faculty.

Standard I.C.5.

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard:

Processes used to evaluate policies, procedures, and publications to ensure integrity
- The Institutional Integrity committee oversees ensuring the accuracy of all information published to the public (ST1C-1)
- The College has a process to ensure clarity, accuracy, and integrity of information in the catalog and to govern how that information gets onto the website (ST1C-2)

Analysis and Evaluation:

The College uses its catalog as the source for descriptions of its mission, programs, and services. In late summer, department chairs, supervising deans, vice presidents, and the curriculum chair do a thorough review of the catalog prior to publication. The website is updated annually with all changes made to the catalog.

The Institutional Integrity Committee ensures clarity, accuracy, and integrity of information in the catalog and website. The committee has developed a formal process for updating the catalog and the website (ST1C-2). The Institutional Integrity Committee reviews the processes and policies articulated in the Institutional Integrity Manual at the end of each spring semester, with suggestions for edits vetted in appropriate committees over the summer and implemented at the start of each fall semester. Any changes to policies and procedures are documented by the Institutional Integrity Committee in its annual assessment, which is approved through the governance structure and posted online at the committee website (ST1C-50).

Standard I.C.6.

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard:

Total cost of education
- The catalog lists the tuition and all fees (ST1A-15, pp.16-17)
- The College website lists tuition and fees (ST1C-35a) and, as required by law, provides student access to required federal and state disclosures, including cost of education and financial assistance information (ST1C-35b)
- During orientation, students are told about fees (ST1C-36)
- The cost of textbooks by term and course is available online at the Bookstore web page (ST1C-37)

Analysis and Evaluation:

The College follows all federal guidelines regarding disclosure of cost of education, such as tuition and fees charged to full-time and part-time students, estimates of costs for books and supplies, room and board costs, transportation costs, and any additional costs of a program in which a student is enrolled or for which a student expresses an interest. The net price calculator will total the cost of tuition, fees, and instructional costs; estimated personal expenses and transportation costs; room and board costs; and estimated grant aid. The catalog includes information on how students can determine financial need, including an estimate of cost of education for students living at home and living independently (ST1A-15, pp.16-17). Information on tuition and fees is updated annually and published in the catalog. Information on the cost of textbooks is available at the online Bookstore website. The schedule of classes also includes the amount and description of tuition and fees, as well as available assistance (ST1A-16, pp.23-24).

Standard I.C.7.
In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard:

Board policies on academic freedom and responsibility
- The College provides links to Los Angeles Community College District Board of Trustees policies on academic freedom (ST1C-39, 15002), non-censorship of lecturers and speakers at student sponsored events (ST1C-40, 91004.12), and freedom of speech (ST1C-41; ST1C-45)
- The College publishes its policy on standards of student conduct (ST1A-15, p.249)
- The College publishes a summary of prohibited discrimination and harassment, including information on academic freedom (ST1C-38)

Analysis and Evaluation:

Board policies make clear that the College is committed to the free pursuit and dissemination of knowledge, and that it supports an atmosphere in which intellectual freedom exists for all constituencies. The policy on academic freedom recognizes that during the course of an education, some opinions and ideas may cause some students discomfort. The policy recognizes that academic freedom will not allow prohibited discrimination. The policy defines academic freedom as including the faculty's right to teach and the student's right to learn. The policy on freedom of speech defines the use of free speech areas. The College has a designated free speech area between Clausen and Franklin Hall at the main entrance on Vermont Avenue.

The Academic Senate Professional Ethics and Academic Freedom committee is charged with establishing, reviewing, and publicizing policies and guidelines, and with regulating the ethical conduct of faculty and issues of academic freedom (ST1C-46). The Senate recently approved a local definition of academic freedom (ST1C-56). The faculty contract states that faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students (ST1C-34, p.3). As part of faculty evaluations, students are asked if the instructor interacted with them in ways that were free of discrimination, and if the instructor created an environment where it was safe to express opinion that differed from the faculty member (ST1C-34, p.214).

The standard of student conduct states that students have the freedom to learn and will be given appropriate conditions and opportunities in the classroom and on the campus. Students are encouraged to develop critical judgment, search for truth, and exercise their rights to free inquiry and free speech in a responsible manner. (ST1A-15, p.258; ST1A-16 pp.189-195)

Distance Education. DE courses are evaluated in the same manner as traditional courses, including faculty evaluations and student evaluations. DE students are able to access College policies on academic freedom and responsibility through the College catalog and website.

Standard I.C.8.
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard:

Policies on academic honesty for students and faculty
- The College has a policy for student academic honesty (ST1A-15, pp.258-259)
- The College has a policy for faculty academic honesty (ST1C-47)

Board policies on student academic honesty
- The District has policies in place that promote honesty, responsibility, and academic integrity (ST1C-42). These Board Rules define student behavior (9803), academic dishonesty (9803.28), and the consequences for violation of these rules and regulations (9803.11)

Analysis and Evaluation:

District Board Rules, which are accessible online, cover the conduct of students, college personnel, associated student government members, and visitors to LACC (ST1C-42, 9801). Per Board Rule, the president publicizes the Standards of Conduct (9803) each semester. Board Rule Standards of Conduct state that "all persons" shall respect and obey civil and criminal law and obey the rules, regulations, and policies of the Los Angeles Community College District. The Board Rules include definitions of student behavior, including willful disobedience (9803.10), disruption of classes (9803.15), theft (9803.16), and discriminatory behavior (9803.21) as well as academic dishonesty (9803.28) and the consequences for violation of these rules and regulations (9803.11). The Board has a clearly outlined policy on student discipline (ST1C-43, 91101), including definitions of types of disciplinary actions and the process for disciplinary hearings. The Academic Senate's Ethics and Academic Freedom Committee statement on faculty ethics expands upon Board Rule 1204 on Academic Rights and Responsibilities (ST1C-47).

The catalog reprints all Board Rules regarding student behavior, student academic integrity, and consequences for integrity violations (ST1A-15, pp.258-260). The online catalog also includes description of examples of violations of academic integrity (ST1A-15, pp.259-260). This information is also printed in the online schedule of classes (ST1A-16, pp.191-195).

All syllabi are required to include a statement on the student code of conduct and academic dishonesty. The fall 2014 and 2015 Academic Newsletters requested that faculty place the Board statement on student honesty on their syllabi (ST2A-15a, p.22; ST2A-15b, p.16; ST1C-51a, p.1; ST1C-51b, p.3). An overwhelming majority of students agree that College policies and penalties for cheating are clear and enforced (ST1A-28, p.15, #23d).

Policy on Student Complaints against Institutions. The College has clear policies and procedures for handling student complaints, which follows District Administrative Regulations (ST1A-15, p.261; ST1C-48). Students can access complaint procedures from the "For Students" page online, which includes a description of the policy, links to all necessary forms, contact information for department chairs, and frequently asked questions (ST1C-52). Student complaint files for the previous six years are available in the office of the associate dean of Student Life.

Distance Education. The College's DE statement on providing enrolled and prospective students with contact information for filing complaints is online (ST1C-52). The College has a policy for authenticating and verifying that the student who registers in a DE course is the same student who participates in and completes the course (ST1B-55, p.20). Student verification procedures are built into the LMS, which is linked to the student information system. This ensures that only students who are enrolled in the campus have access to the LMS. Online

training courses required for all DE faculty emphasize unique and individualized assessments to ensure student verification (ST1C-53a; ST1C-53b). The College follows the District authentication process by authenticating and verifying that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit (34 C.F.R. § 602.17.) through the use of one or more of the following methods: (a) secure credentialing/login and password, (b) access to DE courses via students' unique ID and password, and (c) proctored examinations (ST1B-55, p.20).

Standard I.C.9.
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard:

Communication of expectation that faculty must distinguish between personal conviction and professionally accepted views
- The District has a defined policy on academic freedom (ST1C-39, 15002) and a code of ethics that defines academic rights and responsibilities (ST1C-54, Code of Ethics, 1204.10)
- Faculty must follow the official course outline of record regarding what topics are covered in a class (ST1C-55)
- The Academic Senate has a statement of professional ethics that requires faculty to hold professionally accepted views in a discipline and teach fairly and objectively (ST1C-47)

Mechanism for determining effectiveness in meeting expectation
- The faculty evaluation process ensures faculty follow the course outline of record (ST1C-34, p.191, #9-11; p.214, #2,4)

Analysis and Evaluation:

Faculty members must follow the course outline of record regarding the topics covered in a class (ST1C-55). The evaluation process for classroom faculty asks whether the faculty member "ensures that course content is current and appropriate," "teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline," and "uses materials that are accurate and that are pertinent to the subject matter and course outline" (ST1C-34, p.191, #9-11). Student evaluations include questions on whether "the instruction relates to the course objectives"; whether the faculty member "creates an environment in which it is safe to seek help, ask questions, or express opinions, which differ from those of the faculty member"; and whether "the instructor is knowledgeable in the subject area" (ST1C-34, Student Evaluation of Classroom Instructor, statements #12-13, p.220). Faculty members are required by Board Rule to provide students and the department chair a syllabus that includes "the approved course student learning outcomes" (ST1C-31, 6703.10). The course outline of record defines the content, methodologies, outcomes, and assessment for all courses, which are validated through the curriculum process. The official course outline of record has a curriculum

approval process that requires broad participation by multiple constituencies (see Standard IV.A.4). Employees agree that they use teaching methodologies that reflect the diverse needs of their students. Similarly, employees agree that they have experience with a variety of pedagogical approaches to teaching and with serving student needs in a variety of ways (ST1A-19, #7e).

Among the many ethical expectations of the faculty described in the Academic Senate's statement of professional ethics, faculty members are expected to be responsible for "developing and improving their scholarly competence," pursuing "intellectual honesty," and holding "the best scholarly standards of their discipline" (ST1C-47). An overwhelming majority of students agree that instructors present information fairly and objectively and distinguish between personal convictions and professionally accepted views (ST1A-28, p.15, #23g).

Standard I.C.10.
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard:

Not applicable.

Analysis and Evaluation:

As a public, open-access community college, LACC does not promote specific beliefs or worldviews. There are no specific codes of conduct for faculty, staff, students, and administrators outside of standards of behavior indicated in the catalog and AFT contract.

Standard I.C.11.
Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard:

Not applicable.

Analysis and Evaluation:

The College has no instructional sites out of state or outside the United States, and has not requested authorization from the Commission to operate in a foreign location.

Distance Education. The College does not promote its DE in foreign locations. The College does not enroll non-US citizens who do not reside in the US.

Standard I.C.12.

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard:

Accuracy of communication of educational quality and institutional effectiveness
- The College complies with eligibility requirements (see Section V)
- The College complies with accreditation standards (see Section VII)
- The College complies with the commission policy on public disclosure and representation of accredited status (see Section VI.A and VI.G)
- The College submits institutional reports as required and posts them online (ST1C-57)
- The College submitted substantive change requests as appropriate for distance education and the addition of new AA-T degrees (ST1C-58; ST1C-59; ST1C-60)

Analysis and Evaluation:

The College communicates matters of educational quality and institutional effectiveness to the public via its website, including its mission (see Standard I.A.4), student learning and student achievement data (I.C.3), and all assessment and evaluation activities (I.B.8). The College's accredited status is posted online, one click away from the main page (ST1A-6).

Since its last Self Evaluation, the College has submitted and received approval for all required reports, and it has responded appropriately to meet all requirements within the time period set by the Commission:

Year	Report Submitted to ACCJC
2009	Self Evaluation, Self Evaluation Update, Annual Report, Annual Fiscal Report
2010	Follow-up Report, Annual Report, Annual Fiscal Report
2011	Annual Report, Annual Fiscal Report
2012	Midterm Report, Annual Report, Annual Fiscal Report
2013	Annual Report, Annual Fiscal Report, DE Substantive Change Proposal, SLO Status Report
2014	New AA-T Degrees Substantive Change Proposal, Annual Report, Annual Fiscal Report
2015	Annual Report, Annual Fiscal Report, New AA-T Degrees Substantive Change Proposal, Self Evaluation

Standard I.C.13.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard:

Communication with external agencies
- The College documents its communication with external accrediting agencies (ST1C-61)

Communication of status
- In compliance with U.S. Department of Education regulations, the College posts to its website information about the external accrediting agencies that have accredited it, including names and current status. The College has five programs with external licensure and accreditation requirements:
  - Nursing (ST1C-5a)
  - Dietetics (ST1C-5b)
  - Radiologic Technology (ST1C-5c)
  - Dental Technology (ST1C-5d)
  - Paralegal (ST1C-5e)

Analysis and Evaluation:

Integrity in relationships with external agencies. The College has five programs with external licensure and accreditation requirements. Each program has documentation available on the College website that demonstrates its responsiveness and communication with its respective accrediting agency (ST1C-61). Each program has accreditation information on its respective department page website that includes information regarding accreditation and links to the accrediting agency. Program faculty and administration participate in site visits and submit progress reports, ongoing annual reports, and improvement plans, as required.

The Homeland Security Student Exchange and Visitor Program (SEVP) states that college or university-based intensive English programs (IEPs) that are governed by a nationally or regionally accredited college or university will be considered accredited under the law if the school's IEP offerings fall within the scope of that school's accreditation. Such colleges or universities are not required to seek independent accreditation. Given that Los Angeles City College is accredited with ACCJC, the College has satisfied these conditions (ST1C-63; ST1C-64).

Response to recommendations or cited issues. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) placed the Dietetics Technician Program on probation in April 2014, because the program fell below the required licensure pass rate benchmark of 70 percent for first-time test takers over a five-year period and a one-year pass rate. The program has implemented interventions for students to prepare for the test, and it has submitted a pass rate

monitoring and improvement plan ([ST1C-62](#)). Additionally, the Education Policies and Program Integrity Committee (EPPIC) is in the process of reviewing the Family and Consumers Studies program to seek recommendations for the Dietetics Technician Program in response to the pass rates falling below the ACEND pass rate benchmark. The American Bar Association (ABA) Standing Committee on Paralegals Approval Commission requested that the Paralegal program become compliant with the requirements for advisory committee composition and meetings according to ABA guidelines. The program has responded to all ABA Standing Committee on Paralegals Approval Commission inquiries to bring the program into compliance ([ST1C-14](#)).

Standard I.C.14.

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

Education is paramount
- The College's financial statements show that it does not generate financial returns for investors, contribute to a related or parent organization, or have supporting external interests:
    - 2015-16 Final Budget ([ER5-1](#))
    - 2014-15 Final Budget ([ER5-2](#))

Institutional priorities
- The College defines its priorities for each six-year period through its ESMP, which is the primary planning document designed to facilitate the College mission ([ST1A-2](#))

Analysis and Evaluation:

The College ensures its commitment to high quality education, student achievement, and student learning through an annual assessment of the ESMP, learning outcomes assessments, and program review. The College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. The College is a nonprofit, state-funded, teaching organization with no emphasis on research or private scholarship. The campus is defined solely by its mission to empower students through learner-centered pathways to success.

Evidence List for Standard I.C.

ST1C-1 Institutional Integrity Committee Operating Agreement
ST1C-2 Institutional Integrity Manual
ST1C-3 Degrees and Certificates Webpage
ST1C-4 For Students Webpage
ST1C-5a Nursing Webpage
ST1C-5b Dietetics Accreditation Webpage
ST1C-5c Radiologic Technology Accreditation Webpage
ST1C-5d Dental Technology Accreditation Webpage
ST1C-5e Paralegal Webpage
ST1C-6 Business Administration Outcomes Webpage
ST1C-7 Child Development Outcomes Webpage
ST1C-8 Office of Student Life Webpage
ST1C-9 TRIO SSS Webpage
ST1C-10 LACC Foundation Website
ST1C-11 Fall 2015 DE Course Schedule
ST1C-12 Summer 2015 DE Course Schedule
ST1C-13 Distance Education Webpage
ST1C-14 Paralegal Compliance with ABA Guidelines, March 2015
ST1C-15 SLO Guide for Students Webpage
ST1C-16 2013-14 ISLO Summary Results Table
ST1C-17 SLO Guide for Students FAQ
ST1C-18 2012-2014 Success in DE and non-DE Courses by Department and Discipline
ST1C-19 Program Review webpage
ST1C-20 DE Students webpage
ST1C-21 FAFSA link
ST1C-22 SLO Reports Delivered
ST1C-23a A-Team Annual Assessment 2013-14
ST1C-23b A-Team Annual Assessment 2014-15
ST1C-24 Annual Student Success Scorecard Data
ST1C-25 ISLO Discussions
ST1C-26a Outreach and Recruitment Training Manual
ST1C-26b Student Recruiter CGCA Job Description
ST1C-27 Student Services Assessment Reports by Unit, by Year
ST1C-28 2014-15 SLO Performance Report ISLOs
ST1C-29a Chemistry PSLO Report 2014-15
ST1C-29b Psychology PSLO Report 2014-15
ST1C-30a Art Mission and SLOs
ST1C-30b Physics Mission and SLOs
ST1C-31 LACCD Board Rules, Chapter VI, Article VII
ST1C-32 Contract Interpretation: Clarification of the Meaning of "Participates in the Student Learning Outcomes Assessment Cycle"
ST1C-33 Academic Affairs Syllabus Files, English, Fall 2014
ST1C-34 Agreement between the LACCD and the LACCD Faculty Guild

ST1C-35a Tuition and Fees
ST1C-35b Net Price Calculator
ST1C-36 New Student Orientation
ST1C-37 Bookstore Webpage
ST1C-38 Summary of LACCD Policy Academic Freedom 2015
ST1C-39 Board Rules, Chapter XV
ST1C-40 Board Rules, Chapter IX, Article X
ST1C-41 Board Rules, Chapter IX, Article IX
ST1C-42 Board Rules, Chapter IX, Article VIII
ST1C-43 Board Rules, Chapter IX, Article XI
ST1C-44 Board Rules, Chapter VI Article VIII
ST1C-45 Academic Senate Professional Ethics and Academic Freedom Committee webpage
ST1C-46 Academic Senate Ethics Committee Operating Agreement
ST1C-47 Academic Freedom Ethics Statement
ST1C-48 Administrative Regulation E-55
ST1C-49 Etudes Syllabus Activity Meter
ST1C-50 Institutional Integrity Committee Annual Assessment 2014-15
ST1C-51a Sample Syllabus with Board Statement on Student Honesty (Art 606, Fall 2014)
ST1C-51b Sample Syllabus with Board Statement on Student Honesty (English 103, Fall 2015)
ST1C-52 Student Complaint Procedures
ST1C-53a Link to @One Website
ST1C-53b @One Course: Designing Effective Online Assessments
ST1C-54 Board Rules, Chapter I, Article II
ST1C-55 Title 5 section 55002(a)(4)
ST1C-56 LACC Academic Senate Definition of Academic Freedom
ST1C-57 Reports Submitted to the ACCJC webpage
ST1C-58 2013 DE Sub Change Proposal April 2013
ST1C-59 Sub Change Notice New Degrees March 2014
ST1C-60 Sub Change Notice New Degrees Sept 2015
ST1C-61 Reports Submitted to Other Accrediting Agencies
ST1C-62 Dietetics Technician ACEND Letters and Response 2014-15
ST1C-63 Notice of Recertification LACC 2015
ST1C-64 LACC SEVP Letter

Standard II

Student Learning Programs and Support Services

Actor
MORGAN FREEMAN
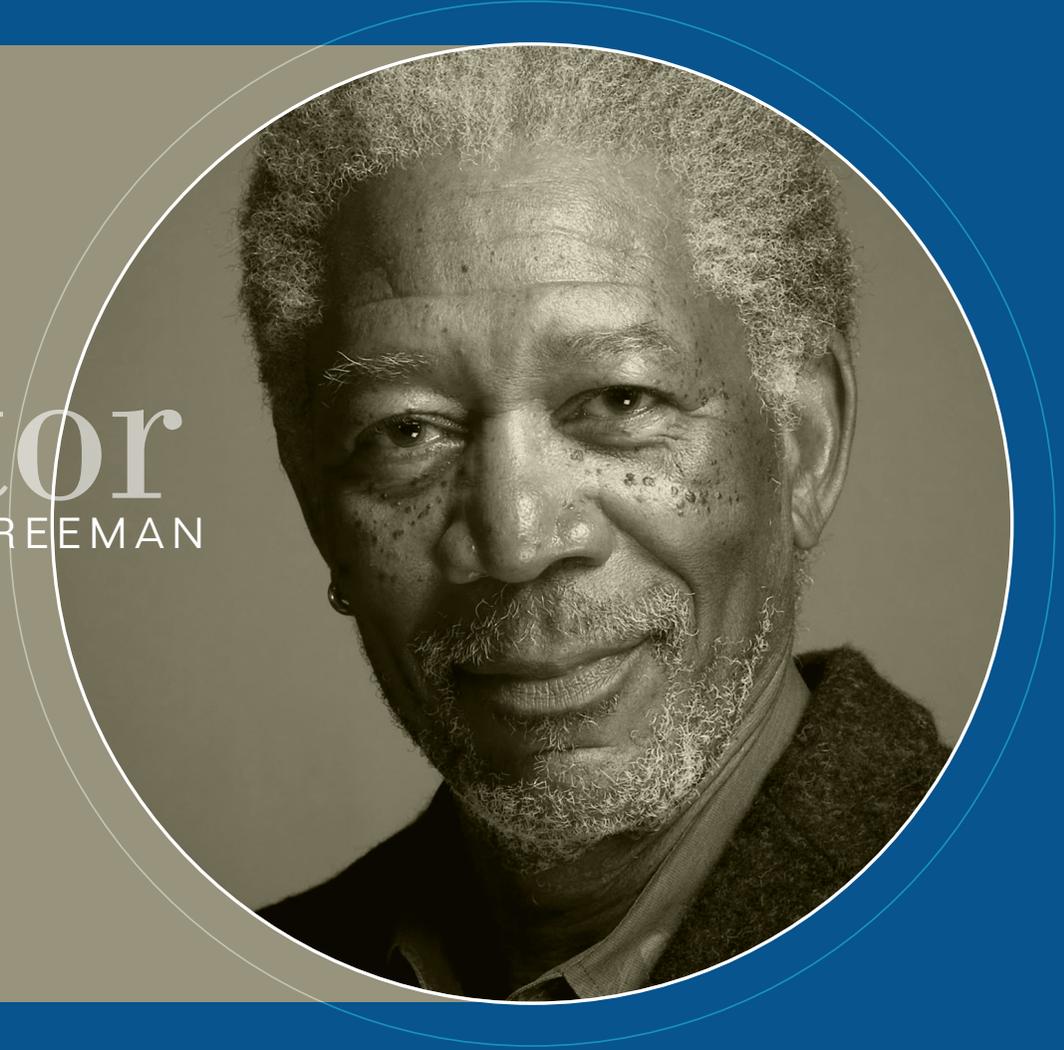
Morgan Freeman's College

Standard II

Student Learning Programs and Support Services

Student

JOANNA WINDYS

The Dancer's College

Standard II
Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A. Instructional Programs

Standard II.A.1.
All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard:

Course and program offerings
- Through program review, all instructional programs have developed and reviewed mission statements that indicate how they support the College mission (ST1A-23; ST2A-1; ST2A-2)
- All instructional programs must relate to the College mission (ST2A-3, p.2)
- All courses must be a requirement or elective of existing instructional programs (ST2A-29, p.10)

Fields of study
- A program is only approved once there is demonstrable need for the program and once it is demonstrated that it meets the stated goals and objectives in the region the College proposes to serve with the program (ST2A-3, p.2)

Students complete degrees, certificates, and transfer
- The College tracks completion of degrees, certificates, and transfer at the college level (ER2-3)

Evaluation of student progress and outcomes
- The College evaluates student attainment of identified student learning outcomes at the college level through the annual assessment of the ESMP (ST1A-4, Strategy 2.1.7) and evaluates such attainment at the course and program level through the learning outcomes assessment process (see Standard I.B.2.)
- The College evaluates achievement of degrees, certificates, and transfer at the College level through the annual assessment of the ESMP (ST1A-4, Strategies 2.1.0, 2.1.1, 2.1.2, 2.1.3, 2.1.4) and evaluates such achievement at the unit level through program review (ST2A-5; ST2A-6)

Assessment of programs for currency, appropriateness in higher education, teaching and learning strategies, and student learning outcomes
- Currency and appropriateness of programs are assessed through program review (See Standard I.B.5) and viability study processes (ST2A-7)
- As part of learning outcomes assessments, programs evaluate teaching and learning strategies (ST1B-3, p.14)

Analysis and Evaluation:

The College mission is to provide students opportunities for transfer, career and technical education, and foundational skills programs (ST1A-1). As part of the 2012 comprehensive program review (CPR), instructional programs were asked to evaluate their departmental mission to ensure alignment with the College mission (ST1A-23). These mission statements were validated during the CPR validation process.

The College has an approved list of programs and defines a program as a "deliberate sequence of courses that results in a distinct outcome" (ST1A-14, pp.30,36). The program approval process requires that all transfer programs include the preparation of students for one or more specific baccalaureate majors or areas of study, and that courses required in the program must be transferable to prepare students for an area of study or to fulfill the lower division requirements of a major at four-year colleges. Local approval begins with the EPPIC Application for Initiation of a New Degree or Certificate, which includes questions that ensure that the program aligns with the College mission and is appropriate to higher education (ST2A-3, pp.2-3, 5). After initial approval, the department completes the District Proposed New Program Request (ST2A-8), which corresponds to the State Chancellor's Office form CCC-501: Application for New Credit Program. Programs are vetted at the Curriculum Committee and Academic Senate, and final approval occurs with the State Chancellor's Office. Over the past five years, the College has approved 10 AA, three AS, 14 ADTs, and 11 certificates of achievement (ER3-1).

The approval process for new courses begins with the course outline of record, which includes a question that asks "whether the course meet[s] the 'standards for approval' for [a] degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level" (ST2A-29, p.12, #7).

Students complete degrees, certificates, and transfer to four-year institutions (ER2-3). Student completions are assessed at the college level through the annual assessment of the ESMP (ST1A-4, Strategies 2.1.0, 2.1.1, 2.1.2, 2.1.3, 2.1.4).

The program review process allows units to assess their programs for currency and appropriateness in higher education. Such assessment includes an analysis of the following: disaggregated achievement data; progress towards standards, including student achievement of degrees and certificates; results of outcomes assessments; revisions to curriculum; human resources needs; and internal and external trends. Units assess student progress for each degree and certificate and design unit planning objectives to increase completions (ST2A-10, p.14, part 1.6). As a result of the 2012-13 comprehensive program review, the College discontinued 17 certificates (ST2A-74). In 2014-15, 22 additional programs were reviewed, four were proposed to be discontinued, and the remaining programs now have planning objectives towards improved outcomes (ST2A-62). In the 2015-16 program review, all CTE units were required to set annual job placement/post training standards, and the College will begin to assess progress towards the standards.

Programs are also assessed for student learning outcomes. All instructional programs have PSLOs and follow a five-year assessment plan that identifies at least one PSLO to be assessed each year (ST1B-3; ST1B-46; ST1B-47). All programs have assessed at least one PSLO (ST2A-75; ST2A-76).

If there are concerns with a program's currency or appropriateness, the College has a viability review process that assures "instructional resources are used in response to the College's mission, the goals outlined in its Educational Master Plan, the needs of the students, and the requirements of the community it serves" (ST2A-7, p.1). There have been several large viability studies conducted within the past few years. In 2012, Economics moved from Social Sciences to Business Administration to better mirror the Cal State and UC systems (ST2A-11, p.14). In 2013, the Learning Skills department underwent viability to streamline the department and align pre-collegiate Math and English curricula with college-level curricula (see Standard II.A.4). In 2014-15, the College looked at the viability of intercollegiate athletics and determined that the program is viable and will be restored in a limited capacity once funds are available (ST2A-12, p.25). In 2014-15, Media Arts and Art were condensed into a single department to better share resources (ST2A-13, p.13).

Distance Education. No programs are offered 100 percent through DE. Any new DE program would be approved through the traditional process, including a Proposed New Program Request and approvals in EPPIC, Curriculum Committee, and Academic Senate.

Action Plan. Under the direction of the vice president of Academic Affairs, the CTE dean of Workforce and Development began working with CTE department chairs to establish a process for tracking post-completion employment of students during the fall 2015 term. The process is expected to be completed and implemented in spring 2016 and measured for effectiveness at the end of the 2016-17 academic year.

Quality Focus Essay Plan. By spring 2017, the College will develop and support an online AA degree that a cohort of students can complete in two years. The goal is to expand access to programs for students who do not have regular physical access to face-to-face instruction. (Supports action project objective 1.2.)

Standard II.A.2.

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

Faculty role in determining content and methods of instruction
- Course content and teaching methodologies are defined by faculty in the official course outline (ST2A-29, pp.3-4)
- Faculty are required to follow the official course outline of record that outlines the content and methods of instruction for all classes (ST1C-55, p.2)

Faculty role in improving courses, programs, and services
- Faculty members are required to participate in updates and revisions of course outlines, curriculum development, advisory committees, and program review (ST1C-34, p.278, #B4)
- All faculty are required to participate in the learning outcomes assessment cycle (ST1C-34, p.278, #A7; ST1C-32, #3)
- Faculty are evaluated on whether they participate in the learning outcomes assessment cycle (ST1C-34, p.189, #9)
- Faculty are evaluated on whether their course content meets the standards set by the discipline (ST1C-34, p.191, #9-11)

Improvements resulting from program review and learning outcomes assessments
- The College summarizes improvements resulting from annual program review, including units improvements resulting from the completion of unit planning objectives (ST1B-93a; ST1B-93b; ST1B-93c)
- The College documents the improvements resulting from SLO assessments, both in traditional courses (ST1B-121; ST2A-9; ST2A-14) and DE courses (ST1B-101)

Analysis and Evaluation:

Faculty act to ensure that the course content and methods of instruction meet generally accepted standards and expectations through the official course outline of record. Course outlines of record are developed collaboratively within the department, approved locally by the Curriculum Committee and Academic Senate, and approved at the district level by the Board of Trustees.

Course outlines must be updated every five years. Course outlines include requisites and advisories, course content and objectives, student learning outcomes, textbooks (to ensure relevancy), assignments, and methods of instruction (ST2A-29, pp.3-9). Vocational programs review courses with their advisory boards on a regular basis (ST2A-70; ST2A-24a; ST2A-24b).

Faculty members engage in the systematic evaluation of relevancy of courses and programs through program review and learning outcomes assessments. The names of all participants are recorded in the online program review update. A strong majority of employees agree that the faculty has a central role in assuring the quality of instruction (ST1A-19, #7c). As part of program review, EPPIC offers analysis and offers guidance on all unit planning objectives that are currently active or recently completed (ST1B-93b, pp.42-73).

For information on the program review process, see Standard I.B.5. For data used in program review, see Standard I.B.4. For the program viability process, see Standard II.A.1. For how the results of program review are used in planning, see Standards I.B.5 and I.B.9. For a description of how learning outcomes assessments are used to generate action plans and increase student success, see Standards II.A.3 and II.A.16.

Distance Education. The Distance Education Committee is responsible for developing policies that ensure the quality and effectiveness of the DE program. Fifteen of the 19 committee members are faculty. (ST1B-29)

SLOs for DE classes are identical to those taught in the traditional manner. A required DE Addendum is attached to the course outline of record, and includes online delivery requirements and methods of instruction that define regular and effective contact with the instructor (ST1B-56; ST1B-55, pp.31-32). As part of faculty evaluations, instructors are assessed based on whether they initiate "regular, systematic and substantive student contact" (ST1C-34, p.191, #16). All faculty teaching DE are certified in the approved CMS platform and are trained in online pedagogy.

As part of program review, units assess the effectiveness of DE courses and the programs to which those courses align, and units compare success rates in DE and traditional courses (ST1C-18; ST2A-10, p.11). The College has an institution-set standard for satisfactory course completion; the expectation for DE course completion is the same as for traditional courses (ST1A-3 p.8; See Standard I.A.3). The College has expanded DE offerings to provide students an alternate method of taking courses (ST1A-3, p.11). The College does not offer any programs entirely in DE mode.

Standard II.A.3.

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard:

Identification and regular assessment of course, program, certificate, and degree student learning outcomes
- See Standard I.B.2

Course outlines include SLOs
- Course outlines include SLOs (ST2A-29, pp.4-5)

Students receive syllabus with SLOs
- For verification that students receive a course syllabus that includes student learning outcomes, see Standard I.C.4

Analysis and Evaluation:

Faculty are responsible for defining and assessing learning outcomes for courses, programs, certificates, and degrees. Faculty define Course Student Learning Outcomes (CSLOs) that are reviewed and approved by the campus SLO coordinator and Curriculum Committee through the standard course approval process (ST1B-2, p.6). All courses, both credit and noncredit, have at least two approved CSLOs which appear on officially approved and current course outlines (ST2A-29, p.4). Writing and assessing CSLOs and Program Student Learning Outcomes (PSLOs) is a faculty obligation (ST1C-34, p.261,278). For a complete description of course and instructional program student learning outcomes assessments, see Standard I.B.2. Employees agree that their unit has an effective faculty-driven process for assessing SLOs, has sufficient research and data to assess progress toward achieving stated SLOs, and has used the results of SLO assessment to improve quality in instruction and/or support services; employees also agree that their students are aware of the goals and purposes of the courses and programs in which they are enrolled (ST1A-19, #7g,j,l).

Faculty are responsible for communicating course SLOs to their students. During the first week of classes, faculty must provide "students and the department chairperson (in hard copy or electronically) a syllabus that describes work product," "grading criteria for the class," and the "approved course student learning outcomes" (ST1C-31, p.10). The vice president of Academic Affairs sends faculty a newsletter at the start of each semester reminding them of the Board Rule (ST2A-15b, p.16). Syllabi for DE courses also adhere to this rule (ST1B-55, p.12). Faculty are evaluated on whether they provide a syllabus to all students (ST1C-34, p.189, #12). Over 90 percent of students agree that course syllabi are followed, 78 percent are aware of learning

outcomes for their program, and 88 percent are aware of the learning outcomes for their courses (ST1A-28, pp.15,20-21, #23f, 32c, 32d).

Standard II.A.4.
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

- The College offers pre-collegiate curriculum through English/ESL, Learning Skills, Math, and Workforce (ST2A-64)
- The College offers community education through a Community Services program (ST1A-16, p.165)

Analysis and Evaluation:

The College offers a number of courses, both credit and noncredit, that are below the level of curriculum that satisfies requirements for either degrees or transfer. These include all community service courses, noncredit and learning skills courses, Math 105, Math 112, Math 100, English 67, English 20, English 97, and ESL levels 2-5.

The English/ESL, Learning Skills, Math, Workforce, and Community Services programs are evaluated annually through program review, and all pre-collegiate courses offered by those units are assessed and evaluated through the learning outcomes assessment process. The counseling office provides separate information on how pre-collegiate courses lead to collegiate courses. Students develop an educational plan based on assessment scores in math and English. As part of orientation and educational plan development, students are given information about pathways from pre-collegiate courses to collegiate courses (ST1C-36, pp.4-6). A majority of students agree that they are able to follow the recommended list of courses in their educational plan (ST1A-28, p.11, #20). This relatively low number, however, suggests that the College can take additional steps to inform students about program pathways.

English and ESL. Consistent with the high concentration of immigrant and nonnative English-speaking residents in its immediate service area, the College offers credit-level education in the English as a Second Language discipline. The credit ESL program provides a direct pathway for these students to attain a college education. The number of credit ESL course sections offered each semester depends on student demand. Both developmental English and credit ESL courses offer multi-level curriculum tracks, culminating in the transfer-level English course, English 101. The ESL program curriculum exit skills are directly tied to the entry skills in both English 101 and the English writing course one level below transfer. After initial placement, the department offers clear processes for students to challenge their placement and to transfer, when eligible, within or between tracks. The department supports first-day diagnostic tests in individual courses to best determine final student placement. The majority of incoming students assess into English

28 (with the co-requisite tutorial English 67), which is one course level below freshman composition.

Learning Skills. In 2014, the College completed a viability study on the Learning Skills program (ST2A-16). The committee recommended that Learning Skills revise its mission to focus primarily on basic skills English language and mathematics remediation, and that the College create clear and straightforward prerequisite pathways from basic skills to college level English/ESL and mathematics with the goal of improving the output of degrees, certificates, and transfers. The Learning Skills department subsequently revised its mission to align with the College mission. The new department mission is to provide "instructional assistance in individual and group settings in reading, English fundamentals, vocabulary, writing, study skills, basic mathematics, and elementary algebra by supporting direct pathways into the English and Math Departments' sequences of courses." The Department revised its course outlines and redesigned its course pathways into English and mathematics. The revision included eliminating duplicate sections, archiving courses that do not support the pathways, adding sections to simplify transitions within the sequence, and adjusting English/Reading TABE placement scores. Moving forward, the department will review data, including pre- and post-tests of Learning Skills students and the results of assessment/entry exams into the English and mathematics pathways, with the goal of improving the courses and pathways. (ST2A-17)

Mathematics 105. Math 105 (Arithmetic) was introduced into the curriculum to address a recognized need for remedial math instruction. Almost 30 percent of incoming new students are placed into this course. A three-year study revealed that less than three percent of all students who placed into Math 105 completed a degree or transferred. In response, in 2013, the College added a mandatory three-hour per week problem-solving session, added additional computer laboratory support, and began offering alternate Learning Skills and basic skills courses. Success rates have since increased. Math 105 has been assessed twice, with action plans created and implemented (ST2A-18; ST2A-19).

Workforce
- **Noncredit.** Consistent with the high concentration of immigrant and nonnative English-speaking residents in its immediate service area, the noncredit program includes an English Literacy Program and Citizenship Center to help students prepare and pass the citizenship exam. Additionally, the noncredit program offers open-entry pre-collegiate courses in the disciplines of English as a Second Language (ESL), ESL Civics, and Basic Skills Mathematics and English. All courses are approved through the College's curriculum process and include learning outcomes. Through the College's participation in the Workforce Innovation and Opportunity Act: Adult Education Family Literacy Act, students who are enrolled in noncredit courses participate in CASAS pre-and post-assessments. Individual student reports are used to track student progress, pinpoint skill-sets that need special attention, and inform the development of educational plans for noncredit students. The noncredit program uses aggregate data from CASAS assessments, SLO assessments, and input from credit faculty to inform curriculum updates. Noncredit students are informed of the noncredit to credit pathways during

orientation sessions, during counseling and advisement appointments, and during in-class presentations by program staff and faculty members. (ST2A-82; ST2A-83; ST2A-84)

- **Contract Education.** The Gateway to College developmental and pre-collegiate program is part of a contract between the College and several high schools, and is part of the Gateway to College National Network collaborative partnership. Students matriculate in the same way as traditional students, and resource specialists and counselors help the students to declare a major and complete an educational plan once they complete their high school degree. The program has a strategic plan and provides quarterly reports to the Gateway to College National Network (ST2A-85). The College offers contract education courses as part of the Child Development Korean American Children and Parent Services Organization and Child Development LA Universal Pre-School Partnership. (ST2A-4a; ST2A-4b)

Community Services. The College offers community service classes based on demand in the service area (ST2A-63) and auxiliary support needs for credit and non-credit programs and student support services. Program outcomes, instructors, and course content are evaluated by students (ST2A-20). The Intensive English Program, which is part of the International Student Program with courses offered through the Community Services Program, is a one-year, not-for-credit program that includes four levels of ESL. Each primary semester, student files from the Intensive English Program are reviewed for course completion and success. Based upon this review, over the past seven years a majority of international students (75-80 percent) who complete the Intensive English Program transfer into credit programs and become matriculated students at the College.

Distance Education. The College does not offer developmental, pre-collegiate, continuing, or community education programs in DE mode, nor does it offer short-term training, international student, or contract education programs in DE mode.

Quality Focus Essay Plan. By 2017, the College will complete a review of its pre-collegiate level curriculum towards the acceleration of student completion of pre-collegiate courses. (Supports action project objective 2.3.)

Standard II.A.5.
The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard:

Appropriateness of degrees and programs
- All degrees and certificates have an identified course sequence, and all AA degrees are 60 units or over. The College does not offer baccalaureate degrees (ST1A-15, pp.32-33)

- The College requires that programs have an appropriate length, breadth, course sequencing, and time to completion (ST2A-3, pp.2-3)
- All degrees and certificates of achievement are approved by the State Chancellor's Office (ER3-1)
- All degrees and certificates have PSLOs that require a synthesis of learning (ST1B-44)

Analysis and Evaluation:

EPPIC and the Curriculum Committee must approve all new programs using a District Proposed New Program Request form (ST2A-8), which corresponds to the State Chancellor's Office form CCC-501: Application for New Credit Program. Programs must be consistent with the College mission and have a defined background and rationale, course sequence, synthesis of learning, and reasonable time to completion. Skill certificates are approved through EPPIC and the Curriculum Committee. All AA-T degrees articulate with CSUs. All AA, AA-T, and certificates of achievement have been approved by the State Chancellor's Office. When required, the ACCJC is notified through a substantive change report of any changes or additions (ST1C-60; ST1C-59). Formulas built into the District Accounting Attendance Office's Protocol, DEC, and ECD platforms ensure that the College is compliant with all requirements concerning assignment of credit hours and degree program lengths.

Degrees and certificates have an identified course sequence, including total units required, and all Associate of Arts degrees require 60 units or more in a selected curriculum (ST1A-15, pp.41-93; ST2A-21, p.1; ST2A-22, p.1). The synthesis of learning required for each program is stated in the PSLOs (ST1B-44).

Distance Education. The curriculum for classes taught through DE is identical to those taught in the traditional manner, and, as such, all DE courses have identified learning outcomes and lead to degrees or certificates. As part of program review, units assess the effectiveness of DE courses and the programs to which those courses align. DE courses are assessed in the same way as traditional courses: faculty create and implement action plans to improve courses, and, after implementation, the SLO is re-assessed to determine if the action plan was effective.

Standard II.A.6.
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard:

Scheduling of courses
- The College expects that courses toward a degree should be taken in sequence so that a full-time student can complete a degree program in two years. The College expects that courses toward a certificate are arranged in sequence so that a full-time student can

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complete the certificate program within the time normally needed to complete the total number of units required for the certificate (ST2A-8, p.11).

Analysis and Evaluation:

The program approval process requires a description of how required courses should be taken in sequence so that a full-time student can complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a case has been made that a sequence longer than two years is definitely necessary. For example, the Office Administration Expert, Theater Academy: Acting, Registered Nursing, Dental Technology, and Radiologic Technology degrees require more than 60 units (ER3-1, pp.3-4). For a certificate, the sequence must be arranged so that a full-time student can complete the program within the time normally needed to complete the total number of units required for the certificate. Additionally, the College's planning assumption is that "students should be provided the opportunity to complete a degree or program within two years" (ST2A-78, p.5).

As part of program review, units review data and create unit planning objectives to increase annual degree and certificate completions. In the 2015-16 cycle, programs set a standard for annual completers, typically based on a five-year average. The College has examined the length of time it takes students to complete degrees (ST1B-88) and the length of time it takes students to complete the unit load to earn each certificate of achievement (ST2A-23). As part of the 2012-13 comprehensive program review, units that were below the College median in program awards were required to create unit planning objectives to improve the measures (ST1A-24, #3). Progress is tracked in annual program review. In 2014-15, a review of 22 low-performing degrees and certificates led to four being discontinued, with the remaining programs having planning objectives toward improved outcomes (ST2A-62).

For information on how the College evaluates the effectiveness of learning at each level of a course sequence through the PSLO assessment process, see Standard I.B.2.

Action Plan. In the 2016-17 program review cycle, the College will do a course scheduling analysis of low-performing degrees and certificates to determine whether students are able to complete each program within the expected timeframe.

Standard II.A.7.
The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

Delivery modes, teaching methodologies, learning support
- When creating a new course or updating an existing course, faculty define their methods of instruction as either discussion, activity, field experience, independent study, or purposeful collaboration (ST2A-29, p.7)

- Using student assessment results, faculty develop course action plans to meet student learning needs, which can include increasing class discussions, class activities, and student collaborations; revising instructional materials; and increasing support services, including supplemental instruction (ST1B-2, p.12)
- Through the faculty evaluation process, instructors are evaluated by peers to ensure the appropriateness and effectiveness of pedagogy, including whether the faculty member promotes active involvement of students in learning activities, demonstrates sensitivity in working with students with diverse backgrounds and needs, and provides a positive learning environment for all student populations (ST1C-34, p.191, #7,15)

Equity for all students
- A primary objective of the College is to increase equity in student achievement. The College works to close achievement gaps related to ethnicity, age, and gender (ST1A-2, objective #2.3, p.27)
- The College has supporting plans to increase equity in student achievement (ST1B-81b; ST1B-99; ST1B-110, pp.8-9) (see Standards I.B.1, I.B.6, I.B.9)

Analysis and Evaluation:

Delivery modes and teaching methodologies. In compliance with Title 5, section 55002, the College assesses student learning through "demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students" (ST1C-55, p.1). Courses are approved through the standard curriculum approval process, which requires multiple levels of review. (See Standard IV.A.4.)

Faculty discuss the relationship between teaching methodologies and student performance as part of the learning outcomes assessment process. Faculty are evaluated based on the effectiveness of their pedagogy and their ability to work with students of all backgrounds and needs. An overwhelming majority of students agree that instructors inform them about the types of skills or learning outcomes that they are expected to master through their classroom activities and assignments (ST1A-28, p.15, #23h). A large number of faculty, staff, and administration members agree that the College is familiar with a variety of pedagogical approaches to meet the diverse needs and learning styles of their students, and an even higher amount agree that the College uses teaching methodologies that reflect the diverse needs of their students (ST1A-19, #7e and 7f).

Learning Support Services. The campus provides services to assist students with different learning styles or needs, based on an assessment of pedagogy and the effectiveness of current teaching and student support methods. The College identifies "underprepared students" as two levels below math transfer or one level below English transfer. Through its work in Achieving the Dream, Basic Skills, and the Student Equity Plan, the College has been able to identify types of students that need specialized support and to provide those support services through a variety

of programs. The College provides tutoring services to support students in a variety of subjects. ([ST2B-18](#))

The College regularly evaluates its learning support services to assure their adequacy in meeting student needs. (See Standard II.B.3.)

Distance Education. DE courses are assessed in the same manner as traditional courses; however, the College requires that DE courses include multiple types of student assessments. In the DE Addendum form required for all DE courses and approved by the DE Committee and Curriculum Committee, faculty must justify why the course is being offered online, how the interaction between students and instructor is regular and effective, how the course content is adapted from the traditional course, and how students are evaluated ([ST1B-56](#), pp.1-2). The DE Committee reviews all course addenda and course shells for new online courses, and provides comments and suggestions to new DE instructors to ensure alignment between DE and traditional curriculum and to ensure that the mode of delivery addresses multiple learning styles.

The College assists students in determining if their learning style is suited for online learning ([ST2A-25](#)). DE instructors are required to take a DE pedagogy class that provides up-to-date information on learning needs and pedagogical approaches to support students with varying learning styles. The needs and learning styles of DE students are being met, as reflected in the comparable success rates of DE and traditional students ([ST1C-18](#)).

Standard II.A.8.
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

Department wide course exams
- The Math Department administers the only department-wide course examination (Math 125) and has validated the effectiveness of the exam to reduce test bias and enhance reliability ([ST2A-26](#))

Analysis and Evaluation:

The Math Department administers the only department wide course examination. The College does not administer any department wide program examinations.

Standard II.A.9.

The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard:

Awards based on attainment of learning outcomes
- Courses
    - All courses have CSLOs (ST1B-43)
    - CSLOs are assessed with authentic, embedded tasks (ST1B-2, p.7; ST2A-27; ST2A-28)
- Degrees and certificates
    - All programs have PSLOs (ST1B-44)
    - PSLOs are assessed using data from CSLOs mapped to PSLOs (ST1B-3, p.8; ST1B-57a; ST1B-57b)

Units of credit
- Units of credit are identified in the course outline of record and follow the Carnegie Rule, Title 5 regulations, California Intersegmental Articulation Council policies, C-ID, and/or CSU/UC norms (ST2A-29; ST2A-30)
- The College does not offer courses based on clock hours

Analysis and Evaluation:

Course credit. All courses have learning outcomes that are overarching statements describing course content critical and central to success in the course (ST2A-31; ST1B-2, p.6; ST1B-43). CSLOs are assessed using authentic, embedded assessments. Student performance on learning outcomes factors into the final course grade and the awarding of course credit. In this way, course credit is awarded based on student attainment of CSLOs.

Credits awarded are consistent with accepted norms in higher education. The College currently has 14 state approved Associate of Arts degrees for Transfer (ER3-1, p.5). In order for those degrees to be approved by the state, the requisite courses had to follow the approved course descriptors and units to achieve C-ID alignment. For transferrable courses that do not have a final descriptor in C-ID, the College awards units of credit based on norms accepted in the state and articulation agreements with public and private four-year institutions. The College's articulation officer reviews comparable courses at UC, CSU, and private schools and uses the California Intersegmental Articulation Council (CIAC) Handbook as a reference for policies on transferrable courses. The articulation officer reviews these areas in the course outline of record before the course is considered for approval by the Curriculum Committee. When adding or updating a course, the online curriculum system automatically calculates the correct number of course hours to ensure compliance with all requirements concerning assignment of credit hours.

Awarding of degrees and certificates. All degree and certificate programs have PSLOs that are statements of what graduates are able to do at the completion of an entire course of study (ST1B-3, pp.6-7; ST1B-44). Programs are assessed by examining CSLO results that students must achieve in order to demonstrate mastery of the PSLOs (ST1B-3, p.8). Course assessment tasks are graded and are a factor in the awarding of course credit towards degrees and certificates. In this manner, the achievement of the PSLOs are the basis for awarding degrees and certificates.

Degrees and certificates are awarded after a review of transcripts to ensure that students have passed all the required classes, as indicated in the catalog, during their continuous enrollment (ST2A-21, p.11). Petitions for degrees are reviewed in the Admissions and Records Office by a graduation evaluator, who confirms course completion from the student transcript (ST2A-32). Petitions for certificates are reviewed by the department chair, who confirms course completion from the student transcript. The department chair sends a report to the Office of Admissions and Records, who evaluates the petition against the program description in the catalog.

Distance Education. DE course credit is awarded in the same manner as for traditional courses.

Standard II.A.10.
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard:

Transfer of credit policies
- The College's transfer-of-credit policies are in the catalog (ST1A-15, pp.29,31,34,258)
- The College follows administrative regulations for acceptance of credits:
    - Acceptance of degree-applicable coursework completed at other colleges for the purpose of Associate Degree general education (ST2A-33)
    - Acceptance of foreign courses: Credit for Courses Taken at Institutions of Higher Learning Outside the United States (ST2A-34a)
    - Acceptance of advanced placement exams: Advanced Placement Credit (ST2A-34b)
    - Acceptance of military service credit (ST2A-35)
    - Acceptance of Upper-Division Coursework to Meet Associate Degree Requirements (ST2A-36)
    - Acceptance of International Baccalaureate Credit (ST2A-37)
    - Acceptance of CLEP Credit (ST2A-38)
- The College uses ASSIST as the official repository of articulation information for California's public colleges and universities (ST2A-39)

- The College follows District policies regarding transfer (ST2A-40, 6600)
- College websites have transfer information (ST2A-41; ST2A-42; ST2A-43; ST2A-44)

Articulation agreements
- The College follows the policies of the California Articulation Handbook (ST2A-45)
- The College's articulation agreements are found on the website ASSIST (ST2A-46)

Analysis and Evaluation:

Transfer-of-Credit Policies. The College adheres to District transfer policies (ST2A-40, 6600) and various administrative regulations for acceptance of credits (ST2A-33; ST2A-34a; ST2A-34b; ST2A-35; ST2A-36; ST2A-37; ST2A-38). Policies are made available to students in the catalog, which is available online. Information includes general information for transfer, transfer of career education classes, course credit value, UC transfer requirements and advanced standing admission, CSU admission requirements and transfer information, IGETC policy, CSU general education certification, and policies for admission to independent colleges (ST1A-15, pp.29,31,34,258).

When students file a graduation petition and are requesting credit for courses taken at other institutions, they must submit an official transcript from those institutions to the Admissions Office (ST2A-32). An evaluation technician in the Admissions Office reviews the transcripts to determine if expected learning outcomes (content and objectives) from the transferred courses match those of LACC's courses. If the technician is unfamiliar with the course, the department chair is contacted.

The University Transfer Center website has extensive resources and reference materials, including articulation agreements, admissions guides, and IGETC requirements to transfer to the CSU/UC systems (ST2A-44). The Counseling Services website has links to a list of majors, GE requirements, and CSU/UC requirements (ST2A-47). Students can also visit these offices in person to access documents with transfer information. The Ralph Bunche Scholars Program provides information on programs, including the High School Fast Track Program and the UCLA Transfer Alliance Program (ST2A-41).

Articulation Agreements. Coursework completed at the College may be transferred to a four-year institution through a number of articulation agreements, including general transferability, GE patterns, and individual major preparation for all the UCs, CSUs, and various independent colleges in southern California. These articulation agreements are listed at assist.org (ST2A-46). Students can follow the IGETC requirements to meet all the lower-division general education requirements for UC or CSU schools, or they can follow the CSU general education breadth requirements to ensure that all lower-division general education requirements have been met for the CSU system.

The College has a full-time articulation officer who ensures that LACC follows the policies of the California Articulation Handbook (ST2A-45). The articulation officer reviews all course

outlines of record and advises faculty if there are four-year institution curriculum changes that could impact transferring students. The officer sits by position on the Curriculum Committee.

Distance Education. The College does not offer a program entirely online and, therefore, does not have articulation agreements for DE programs. The College considers transfer of credit for DE courses in the same manner as it does for traditional courses.

Standard II.A.11.

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard:

Inclusion of SLOs in programs
- The College has 11 institutional student learning outcomes that include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (ST2A-65; ST1A-15, p.8)

Analysis and Evaluation:

Criteria for developing programs. The College requires that programs have an appropriate length, breadth, course sequencing, and time to completion (ST2A-3, pp.2-3). Faculty have primary responsibility for determining learning outcomes for each program (ST1B-3, p.6).

Achievement of outcomes. Student achievement of the intended outcomes is determined by analyzing course assessment results (ST1B-3, p.8). ISLOs are assessed by aggregating the CSLO scores that map to a particular ISLO (ST2A-48; ST2A-49; ST2A-50; ST2A-51). Students agree that upon graduation they attained the 11 ISLOs (ST2A-52; ST2A-53). Students are aware of learning outcomes for their program and agree that their studies have increased their ability to write and speak clearly and effectively, think critically and analytically, solve numerical problems, and understand people of other racial, cultural, or ethnic backgrounds (ST1A-28, pp.15-17, #23h, 25c,d,e,j).

Promotion of student understanding and appreciation of diverse perspectives. Intercultural knowledge and exploration is a component of numerous courses (ST2A-54; ST2A-49). The College supports several study abroad programs (ST2A-55). Instructional program activities dealing with diversity include those related to Foreign Language Day (ST2C-21), Martin Luther King Day, and the College Book Program (ST2A-57), among other activities provided in the Office of Student Life.

Information competencies. The College teaches students to read, gather, evaluate, organize, and synthesize information from a variety of sources and media and use appropriate analytic, interpretive, problem-solving, and reasoning strategies to draw logical conclusions or formulate creative solutions (ST2A-65; ST1A-15, p.8). Each course outline of record requires, if applicable, an explanation of how information competency is included in the course (ST2A-29, p.6). The College assesses information competency by examining the results of course assessments that map to this outcome (ST2A-51, p.2; ST2A-50). Students agree that upon graduation they had attained the information competency learning outcome (ST2A-52; ST2A-53).

The Library provides a description of information competency (ST2A-58), library orientations (ST2A-59), guides and handouts (ST2A-60), online information competency tutorials (ST2A-61), and one-on-one reference desk assistance, including a 24/7 online reference desk. For a description of how the Library assesses student competencies in information retrieval, see Standard II.B.3.

Standard II.A.12.
The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard:

Faculty developed philosophy for general education
- The College has a general education philosophy statement for its associate degree that is stated in the catalog (ST1A-15, p.24)
- The statement was developed by faculty in the Student Learning Outcomes and Assessment Committee and approved by the Academic Senate (ST2A-87)

How SLOs are used to analyze courses for inclusion as general education
- Units of general education are selected from courses in the following areas: natural sciences, social and behavioral sciences, humanities, and language and rationality (ST2A-21, pp.4-6)
- All general education courses need justification for how they meet the GE parameters for one of the five required general education areas (ST2A-29, p.10)
- The College's 11 ISLOs include the knowledge, skills, and abilities included in the list of required outcomes (ST2A-65)

Analysis and Evaluation:

The College's associate degree philosophy describes the specific skills and knowledge gained upon completion of the associate degree and was approved by the Academic Senate on April 2, 2015 (ST2A-66).

To complete a degree, students must complete a minimum of 21 semester units total in general education, with specific unit requirements in each of five areas: natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education (ST1A-15, p.26). Most students agree their studies have helped them acquire a broad general education (ST1A-28, p.16, #25a).

In addition to aligning with one of the five required general education areas, courses must align with one of the 11 ISLOs that include the knowledge, skills, and abilities included in the list of required outcomes.

ACCJC requirement	District requirement	College requirement
Student preparation for and acceptance of responsible participation in civil society	Social and Behavioral Sciences. Focus on people as members of society, and to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.	#7 Ethical reasoning #9 Interpersonal interaction and community participation #10 Intercultural knowledge and exploration #11 Discovering global issues
Skills for lifelong learning and application of learning		#4 Technological literacy #5 Self-assessment and growth #6 Intellectual engagement and physical wellness
Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences	All District GE areas align with this outcome	All College ISLOs align with this outcome

In fall 2015, the Academic Senate approved a revision to its ISLOs as a result of a review of the National Leadership Council's Essential Learning Outcomes (LEAP) outcomes, the Degree Qualification Profile (DQP), and the ACCJC Standards. Four of the five areas of learning align with the required general education learning outcomes. (ST2A-67)

ACCJC requirement	Areas of Learning as of Spring 2016
Student's preparation for and acceptable of responsible participation in civil society	Global Learning & Social Responsibility
Skills for lifelong learning and application of learning	Intellectual Skills Lifelong & Applied Learning
Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences	Broad & Integrative Knowledge

Distance Education. The College offers the following general education courses in DE mode: English 101, 102, 103, 211, 219, and 270; Anthropology 101 and 102; Math 227; Music 111; Chicano Studies 7, 8, and 44; Political Science 1; Art History 120; Economics 1 and 2; Linguistics 2; Computer Science 103; Family and Consumer Studies 21; Health 2 and 11; and Business 1 (ST2B-20). These courses meet both the CSU general education plan and fulfill IGETC requirements, and part of the rationale for offering these courses in DE mode is to help students meet these requirements.

In the 2013 DE Substantive Change Proposal to the ACCJC, the College argued that DE courses increase access and success by satisfying student demand, giving students more options to receive college credits, and improving the likelihood of degree and certificate completion (ST2A-86, p.4). The College communicates its philosophy on offering general education courses via DE in its catalog: "Courses in the general education pattern are offered on-site and many are offered through distance education, providing students with multiple opportunities to reach their educational goals" (ST1A-15, p.24). As with traditional courses, DE courses are transferrable to the University of California, to the California State University, and to private four-year colleges and universities. Increasing enrollment in online courses suggests unmet demand (ST1A-3, p.11). The profile of DE students is comparable to traditional students, including their educational goals (ST2A-68, p.2). In addition to meeting the needs of on-campus students, DE classes provide access to instructional programs for non-local, international, disabled, high school, and senior citizen students.

The prerequisites for DE courses are the same as for traditional courses, so DE students must have the same skill level as traditional students. DE sections of a course have the same SLOs as the traditional sections; therefore, they meet the same standards and rigor. DE courses are assessed in the same way as traditional courses to determine if students completing general education courses in the DE mode attain the required skills.

Standard II.A.13.
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

- The College follows policy that all degrees include focused study in at least one area of inquiry or in an established interdisciplinary core (ST2A-21, p.1)
- All degrees have PSLOs that are statements of the core skills, performance abilities, attitudes, and/or values that students should possess at the completion of an entire course of study (ST1B-3, p.6; ST1B-44)
- All degrees have associated curriculum maps that identify the courses and CSLOs where PSLOs are mastered (ST1B-57a; ST1B-57b)

Analysis and Evaluation:

Per Board Rule, to earn an associate degree or associate degree for transfer, students must complete a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis (ST2A-21, p,1). The College offers 53 Associate Degrees and 14 ADT degrees with each including focused study in an area of inquiry (ER3-1; ST1A-15, pp.32-33).

All degree programs have established PSLOs that describe the core skills, performance abilities, attitudes, and/or values that students should possess at the completion of a course of study (ST1B-3, p.6). Mastery of a PSLO is shown when students master the CSLOs that map to the PSLO.

The College offers one degree with an established interdisciplinary core, the Liberal Arts AA degree, with four areas of emphasis: Arts and Humanities, Natural Sciences and Mathematics, Performing and Visual Arts, and Social and Behavioral Sciences. The degree requires the completion of general education requirements, 18 units in an area of emphasis, and electives for a total of 60 units.

Standard II.A.14.

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

Technical and professional competencies
- All career-technical certificates and degrees include CSLOs and PSLOs to meet expected technical and professional competencies (ST1B-44; ST1B-3, p.6)
- All Career Technical Education (CTE) departments that prepare students for external licensure and certification meet the requirements of their external accrediting commissions:
  - Nursing (ST1C-5a)
  - Dietetics (ST1C-5b)

- o Radiologic Technology ([ST1C-5c](#))
- o Dental Technology ([ST1C-5d](#))
- o Paralegal ([ST1C-5e](#))
- All career-technical certificates and degrees are assessed as part of comprehensive program review ([ST1B-71](#))

Analysis and Evaluation:

The College offers numerous vocational certificates and degrees ([ER3-1](#); [ST1A-15](#), pp.32-33). The College verifies and maintains currency of employment opportunities and external factors through a variety of means. Each new career-technical certificate or degree must include justification through enrollment and completer projections, labor market information, occupational demand data, a survey of prospective employers, and a list of members on the CTE advisory committee who provided guidance in developing and reviewing the program ([ST2A-8](#), pp.4-6).

In comprehensive program review, CTE units assess labor market demand; outcomes of advisory board meetings; accreditation status and recommendations, as appropriate; student performance on licensure or board exams, as appropriate; and employment surveys, as appropriate. Each unit also has to reflect on how the program meets the Perkins requirements. In annual program review, all CTE units assess performance toward their standards for certificate and degree production and toward job placement/post training. Units with licensure/certification exams also set and assess progress towards standards ([ST2A-10](#), p.14). As part of the 2014-15 annual program review, units with low-performing degrees and certificates were asked to explain how they would increase student success. Of the 22 programs reviewed, four were proposed to be discontinued, and the remaining programs now have planning objectives towards improved outcomes ([ST2A-62](#)). Although an overwhelming majority of students agree that the courses required in their program prepare them for further coursework, employment, or transfer, a smaller percentage feel they acquire job or work-related knowledge and skills ([ST1A-28](#), p.16, #25b, 32e).

All CTE certificates and degrees have PSLOs that were developed by the faculty teaching in the program, as described in Standard II.A.3. PSLOs include the technical and professional competencies that meet employment standards, the discipline's ethical issues and standards, and any learning outcomes endorsed by relevant state and national organizations. PSLOs are regularly assessed according to a program's five-year assessment plan.

All CTE programs have advisory boards to review programs and make recommendations to change curriculum to ensure they meet external standards. Advisory boards consist of actively working professionals in the field and industry, successful alumni, and faculty members from the College and other schools of higher education ([ST2A-70](#)). Faculty involved with CTE programs are working professionals or have maintained strong ties to the industry of their field; faculty also engage in ongoing professional development. CTE departments that are externally accredited are expected to document advisory board outcomes as part of their accreditation process. For example, Dental Technology reviews comparative data on RGCDT exam results

with its advisory board, and Radiologic Technology evaluates students based on assessments of trainings that are shared directly with its advisory board.

There are four CTE programs that prepare students to take an exam in advance of transitioning into employment: Dental Technology, Dietetics Technician, Nursing, and Radiologic Technology. Students sit for these program licensure exams annually. These programs require field work/clinical rotations, and students are connected directly to the industry for which they are receiving training. Each has set and tracks job placement rates, and each has plans to improve those rates. (See Section II.B, Institution Set Standards, #9.)

The College provides students additional ways to learn about current technical and professional competencies. The Financial Aid Department provides students with gainful employment disclosure reports. The Cooperative Education Work Experience strengthens student learning by engaging students in enhanced on-the-job learning opportunities and providing meaningful internship opportunities. Campus career fairs occur on and off campus and provide students the opportunity to meet employer partners and receive insight into current occupational opportunities. Approximately 1,000 students participate in on-campus career fairs annually.

Action Plan. In spring 2016, the CTE Committee will work with CTE programs to develop a robust job placement tracking system to better measure student success in gaining employment.

Standard II.A.15.
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard:

- The College has a process to discontinue programs (ST2A-71)
- The College has a process to make arrangements so that students may complete their education in discontinued programs (ST2A-7, p.3)

Analysis and Evaluation:

District policy states that "in making a recommendation for program discontinuance, a viability review must consider the following: 1. the effects on students and student success if the program is discontinued; and 2. provisions that can and should be made for students in progress to complete their training" (ST1C-44, pp.3-4). At the College, viability review is conducted by EPPIC. The process begins with the unit identifying the reasons for initiating the discontinuance of the program (ST2A-71). A viability study may be recommended (ST2A-7, p.3). If the program is discontinued, during the two-year phase-out of a program, existing students enrolled in the program are contacted. Those students are allowed to complete required courses within a two-year period. If appropriate, the College facilitates the process of transferring students to other community colleges within the District to finish the program. No new students are admitted

into the program once the recommendation to discontinue has been approved by the Academic Senate.

Standard II.A.16.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard:

Regular evaluation and improvement of instructional programs
- All instructional programs are required to participate in annual and comprehensive program review, which results in unit planning objectives to support ESMP objectives and improve measures (ST1B-93a; ST1B-93b; ST1B-93c)
- The College has a clear process for annual program review (ST2A-72a; ST2A-72b; ST2A-72c; ST2A-72d; ST1B-91b; ST1B-91c)
- Program review includes analysis of student achievement data, outcomes assessment results, curriculum, human resources, financial resources, and qualitative self-analysis (ST1A-24; ST1A-25; ST1A-26; ST1B-108; ST1A-26; ST1B-20a; ST1B-20b)
- The College assesses the results of program review, including documentation of all units that engaged in the process (ST2A-80; ST1B-93a; ST1B-93b; ST1B-93c)

Analysis and Evaluation:

Evaluation and improvement of instructional programs. The College uses annual and comprehensive program review to regularly evaluate and improve the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location:

Collegiate	Art and Architecture, Business Administration, Chemistry and Geophysical Sciences, Child and Family Studies, Cinema and Television, Communication Studies, Cooperative Education, Counseling, Dental Technology, English, Foreign Languages and Humanities, Kinesiology, Law and Administration of Justice, Library, Life Science, Mathematics and CSIT, Media Arts, Music, Nursing, Philosophy, Physics and Engineering, Psychology, Radiologic Technology, Social, Science, Theater Arts
Pre-collegiate	ESL, Learning Skills, select courses in Math and English, Workforce
Career technical	Administration of Justice, Architecture, Art, Business Administration, Child and Family Studies, Cinema and Television,

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(Career technical)	Computer Applications and Office Technologies, Computer Science Information Technology, Computer Technology, Dental Technology, Electronics, Family and Consumer Studies, Journalism, Law, Music, Nursing, Photography, Psychology, Theater Arts
Community education	Community Services

For a description of the comprehensive and annual program review process, see Standard I.B.5.

Criteria and data used in program review. As part of program review, instructional programs review student achievement data and outcomes assessment results to generate unit planning objectives towards program improvement. Data analysis used to generate unit planning objectives includes standards for student achievement (course, degree, certificate, licensure/certification exam, job placement/post training rates), course completion, retention, enrollment, sections offered, faculty-to-student ratios, and disaggregated achievement measures. Each program is required to measure its success rates against both the ESMP institution-set standards and the program internal-set standards. If the measure is below the standard, the program is required to create a unit planning objective to address the deficiency. Units must explain how their mission supports and relates to the College mission (ST1A-23). Curriculum is reviewed, systematically improved, and enhanced through the review of SLO assessment outcomes and progress made towards five-year Title V course updates. Units use an assessment of data to justify any plans to change curriculum, including archiving courses and programs, creating new courses and programs, and modifying courses and programs (ST2A-10, p.18). Each instructional unit must complete a human resources assessment; a SWOC (strengths, weaknesses, opportunities, and challenges analysis); and a follow-up to previous recommendations, ensuring that program review is recursive and self-reflective. Units also review how allocated funds resulted in improvements (ST2A-10, p.22). Program review results are validated by supervisors and reviewed through the governance process to ensure quality and transparency of outcomes.

Consistency of program review. Program review is sustained and substantive, and the process is continually improved:

Year	Process
2008	Comprehensive (6-year) program review completed by academic programs, student services, and administrative services using online system
2009-10	Biennial program review process revised into a series of online modules.
Fall 2010	Planning module (for funding priorities for 2011-12), success module, first 30% SLO implementation follow-up module
Winter 2011	Annual unit planning module
Spring 2011	Second 40% SLO assessments
Fall 2011	Schedule narrative module, planning module (for funding priorities for 2012-13), success module, second 40% SLO implementation follow-up module, final 30% SLO assessments

Year	Process
Winter 2012	Annual unit planning module
Fall 2012	Schedule creation using planning from EMT
Spring 2012	Final 30% SLO implementation follow-up module, development of the Comprehensive Program Review (CPR) process
Fall 2012	Planning module, success module, CPR begins, 100% of SLO assessments and implementation follow-up reports complete
Winter 2013	Annual unit plan module
Spring 2013	CPR validation
Fall 2013	Revision of 2012-13 CPR unit planning, revision to shared governance process, and creation of College Council, SPC, and EPPIC
Spring 2014	Educational and Strategic Master Plan (ESMP) approved, resource request and faculty hiring prioritization based on program review results, EPPIC validation of 2013-14 CPR results
Fall 2014	ESMP implementation grid approved, annual program review update including alignment of improvement planning objectives to ESMP measures, EPPIC validation of 2014-15 annual program review results
Spring 2015	Resource request and faculty hiring prioritization based on program review results
Fall 2015	Annual program review update, EPPIC validation of 2015-16 annual program review results

Results used in institutional planning. Assessment and analysis of data leads to the writing of new unit objectives; revising, updating, or continuing existing unit objectives; and the writing of associated resource requests. The outcomes of program review are focused, achievable unit planning objectives that directly address ESMP goals. Resources including operating budgets, additional resources, probationary faculty, and classified staff are allocated based on how well unit planning objectives help the campus implement the ESMP (ST1A-14, pp.23-26). Budget prioritization committees use rubrics to rank how well the request aligns with the ESMP, supports College priorities, and will lead to improvement (ST1A-27). A similar use of rubrics occurs in the faculty hiring prioritization process, ensuring hiring supports College priorities (ST2A-81). Program review also informs the prioritization of hiring classified staff (ST3A-2, p.1).

At the college level, the EPPIC program review summary and annual data update is used by ESMP oversight committees to consider recommendations for campus wide action. As part of the annual assessment of the ESMP, each oversight committee reviews unit planning objectives related to its ESMP responsibilities and identifies additional actions needed to improve college performance on the ESMP objective/strategy (ST1A-4). The ESMP is, in part, developed based on an evaluation of the results of program review for the previous six years (ST1A-14, p.37).

Improvements. Programs change and improve as a result of program review (ST1B-93a; ST1B-93b; ST1B-93c). Examples include the creation of a STEM Academy in 2014, discontinuance of 17 certificates from 2009-12 (ST2A-74), discontinuance of the Athletics program in 2010, and discontinuance of the Architecture program in 2015 (ST2A-12, p.25; ST2A-77).

Distance Education. The College evaluates the effectiveness of its courses offered in DE mode in the same manner as traditional courses. New DE courses are reviewed by the DE committee to ensure effective course design, and courses are evaluated through program review by using disaggregated data to compare success rates between DE and traditional courses.

The number of course offerings in DE has increased greatly over the last six years. With funding from a Title V grant, 22 faculty members developed 21 new online courses (two faculty members co-developed a course). As a result, by the end of fall 2015, the College will have the capacity to offer a fully online AA degree in Liberal Arts. Through a review of program review data, EPPIC is considering recommending the creation of a DE coordinator position for the campus (ST2A-73, p.1). (See Quality Focus Essay plans for Standard II.A.1.)

Evidence List for Standard II.A.

ST2A-1 Art 2012-13 SLO CPR I.A.5.
ST2A-2 Psychology 2012-13 SLO CPR I.A.5.
ST2A-3 New Program Request EPPIC
ST2A-4a Contract LA Universal
ST2A-4b Contract Korean American
ST2A-5 LACC Degrees by Department and Discipline 2010-11 to 2014-15
ST2A-6 LACC Certificates Awards by Department and Discipline 2010-11 to 2014-15
ST2A-7 Program Viability Review Process
ST2A-8 Proposed New Program Request
ST2A-9 PE Implementation of SLO Action Plan
ST2A-10 2015-16 Annual Program Review Parts 1-11
ST2A-11 Viability Report Economics Oct 2013
ST2A-12 Viability Report Athletics May 2015
ST2A-13 Viability Report Art-Media Arts Merger June 2015
ST2A-14 Implementation of SLO Action Plans (Nursing)
ST2A-15a Academic Affairs Fall 2015 Newsletter
ST2A-15b Academic Affairs Fall 2014 Newsletter
ST2A-16 Viability Report Learning Skills May 2014
ST2A-17 Learning Skills Pathways to Success Update, July 2015
ST2A-18 Math 105 Spring 2015 CSLO Scores
ST2A-19 Math 105 Spring 2012 Assessment
ST2A-20 Community Services Evaluation Form
ST2A-21 Board Rule, Chapter VI, Article II
ST2A-22 California Code of Regulations Title 5, Division 6, Chapter 6, Subchapter 1, Article 6, Section 55063
ST2A-23 2014-15 Certificate Analysis
ST2A-24a CTE Advisory Board Minutes
ST2A-24b Sample Advisory Board Minutes Business Admin
ST2A-25 Online Learning Readiness Assessment
ST2A-26 Math Department Validation of the Math 125 Course Examination
ST2A-27 Examples of Authentic Assessments

ST2A-28 Course SLO Rubrics
ST2A-29 Bio 25 Course Outline of Record
ST2A-30 Engineering 131 Course Outline of Record
ST2A-31 SLO Statements - Checklist to evaluate them
ST2A-32 Sample Petition for Degree
ST2A-33 Administrative Regulation E-93
ST2A-34a Administrative Regulation E-101
ST2A-34b Administrative Regulation E-110
ST2A-35 Administrative Regulation E-118
ST2A-36 Administrative Regulation E-119
ST2A-37 Administrative Regulation E-122
ST2A-38 Administrative Regulation E-123
ST2A-39 Assist Webpage
ST2A-40 Board Rules, Chapter VI, Article VI
ST2A-41 Ralph Bunche Scholars Agreements with College and Universities
ST2A-42 Transfer: General Information Webpage
ST2A-43 TRIO/SSS Transfer Webpage
ST2A-44 University Transfer Center Webpage
ST2A-45 Articulation Handbook
ST2A-46 Assist.org for LACC
ST2A-47 Counseling Services Webpage
ST2A-48 ISLO Average Scores per year 2009-12
ST2A-49 ISLO Rubric Scores 2008-2012 by Frequency of raw scores
ST2A-50 ISLO Rubric Scores 2008-2012 by Exemplary Scores
ST2A-51 2014-15 ISLOs Results Tables Summary Aggregated and Disaggregated
ST2A-52 Spring 2013 ISLO Graduate Survey Results Table
ST2A-53 Spring 2014 ISLO Graduate Survey Results Table
ST2A-54 2014-15 Frequency of Assessment of Each ISLO
ST2A-55 Foreign Language Study Abroad Program Webpage
ST2A-57 LACC Book Program Report 2010-Present
ST2A-58 Information Competency Webpage
ST2A-59 Library Orientation Request Form
ST2A-60 Library Study Aids
ST2A-61 Information Competency Tutorials
ST2A-62 ESMP Degree and Certificate Accountability 2014-15
ST2A-63 Board Rules, Chapter XII
ST2A-64 Pre Collegiate Curriculum
ST2A-65 ISLOs at LACC
ST2A-66 Senate Minutes 4-2-15
ST2A-67 SLO Committee ISLO GE Proposal to Academic Senate 10-15-15
ST2A-68 Traditional/DE College Profile
ST2A-70 Advisory Board Memberships
ST2A-71 Request to Review the Next Steps for the Continuance/Discontinuance of a Program
ST2A-72a 2014-15 Annual Program Review Guide
ST2A-72b Program Review 2015-16 Administrative Services Guide

ST2A-72c Program Review 2015-16 Instructional Units Guide
ST2A-72d Program Review 2015-16 Student Services Guide
ST2A-73 EPPIC Minutes, September 16, 2015
ST2A-74 Archived Programs Viability Report
ST2A-75 Physics Engineering PSLO Assessment 2014-15
ST2A-76 Rad Tech PSLO Assessment 2014-15
ST2A-77 Architecture Certificates Discontinuance
ST2A-78 Enrollment Management Plan 2012
ST2A-80 Comprehensive Program Review Results
ST2A-81 HPC Rating Form
ST2A-82 Noncredit student orientation
ST2A-83 CASAS Test Reports
ST2A-84 Sample email of CASAS results shared with faculty
ST2A-85 Gateway to College Quarterly Report
ST2A-86 DE Substantive Change Proposal April 2013
ST2A-87 General Education Philosophy, Senate Approval

Standard II.B. Library and Learning Support Services

Standard II.B.1.

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard:

Quantity, currency, depth, and variety
- The College has a comprehensive print and digital library collection (ST2B-17)
- The College offers comprehensive learning support services (ST2B-13)

Assessment of effectiveness
- The Library and all learning support services undergo program review (ST2B-31; ST2B-29; ST2B-30; ST2B-35)

Analysis and Evaluation:

Library

Quantity, currency, depth, and variety. The College Library is open six days a week for a total of 58 hours, including access to the Reference Desk and to computers. The building has a seating capacity of 841. The number of visitors increased 10 percent from 2008-14; a decrease in 2014-15 was reflective of the decrease in College enrollment (ST2B-2). The Library provided an average of 126 bibliographic instruction/library orientation workshops per year from 2008-15 with an average of 4,055 students attending these workshops per year (ST2B-14). At least one librarian is at the reference desk during open hours. The librarians at the reference desk provide one-on-one bibliographic instruction with students. A reference librarian chat service is available 24/7 on and off campus. There are five full-time librarians; five library technicians who support circulation, periodicals, acquisitions, and cataloging; three instructional assistants/information technology employees who support the 300-plus computers in the Library; Federal Work Study and CalWORKS student workers who, for approximately 230 hours each week, supplement student support for computers, printing, circulation, periodicals, and book processing; and one to six interns in Master of Library Science programs from local universities who provide additional service at the reference desk. The Library has 192 computers for students, 18 group study rooms, and two classrooms with 98 more computers. The Library has six coin-operated printers, eight coin-operated copiers/scanners, three scanners, 11 computers with JAWS and ZoomText, two computers with Kurzweil, three CCTVs, and a microform reader/printer for student use.

The Library collection consists of print and digital materials. The physical collection dates from 1929 and includes 117,073 titles (150,200 volumes), 95 periodical subscriptions, 1,127 DVDs/CDs, and 2,077 textbooks on reserve. The virtual collection, which also supports distance education and outreach students, is available 24/7 on and off campus. This collection provides access to 188,000 eBooks and over 50 databases. The College has significantly increased its online eBooks from 18,000 in 2012 to 188,000 in 2015, primarily due to an added subscription from the Community College Library Consortium. The Catalog and databases, such as JSTOR, Lexis-Nexis Academic, and Academic Search Premiere, are designed to support the curriculum at two-year colleges. The textbook reserve collection comes from instructor/student donations, donations from the LACC Foundation, and purchases by the library. The textbook reserve collection includes approximately 80 percent of all textbooks required for courses. In addition to the LACC collection, students have access to public libraries and to the California State University, Los Angeles (CSULA) collection. Statistics of database usage and District intra-library loans are reviewed periodically (ST2B-37; ST2B-40). Approximately 850,000 searches of the digital databases have occurred each year over the past two years. Employees agree that the Library's collection of books, periodicals, electronic databases, and other resources is adequate to meet student needs (ST1A-19, #10a).

The Library offers numerous programs and services for students and faculty, including a Library Science 101 class; bibliographic instruction/library orientation workshops (ST2B-14); one-on-one Reference Desk assistance, which is also offered via phone; and training sessions to faculty at the annual faculty symposium. Study aids, online tutorials for databases, and a list of helpful websites are available on the Library website and at the Reference Desk. Libraries on campus with a physical collection specific to individual departments include those for Child Development, Law/Administration of Justice, Music, Nursing, and Theater. Employees agree that library orientations effectively contribute to student success (ST1A-19, #11f).

Selection of Library resources based on student learning needs. The Library uses the official course outlines of record to determine which textbooks and supplemental materials to purchase in order to support students in their courses (ST2A-29, p.5). Course and student needs are supported through the periodic review of course outlines, review of the required book list database in the College Bookstore, and discussions with faculty. A periodic faculty and staff survey identifies additional needs. Needs for equipment and materials are discussed at monthly District library chair meetings (ST2B-15).

Assessment of the Library. The Library engages in comprehensive and annual program review, which identifies student needs, assesses the effectiveness of the unit, and results in unit planning objectives and associated resource requests. As part of program review, the Library reviews survey results, including surveys from students (ST2B-1; ST2B-3; ST2B-16). For a description of the program review process and how results are used for resource request prioritization, see Standards I.B.5 and II.A.16.

Using Title V as a guideline, the average number of FTES the College generates would indicate that the Library should maintain about 140,000 volumes in its onsite collection; as of 2014, the collection was 165,929 volumes (ST2B-11; ST2B-12).

Students are satisfied with the Library and say that they regularly use Library and related services (ST1A-28, p.19, #28). A strong majority of employees agree that student computers, study rooms, and printed materials in the Library effectively contribute to student success (ST1A-19, #11b,d,e).

Library services for all students regardless of location. The Catalog and databases are available online to any currently enrolled student and all faculty and staff. The Library utilizes QuestionPoint, which allows for 24-hour access to a librarian for research needs.

Learning support services

Quantity, currency, depth, and variety. College units that provide learning support services include CalWORKs, Career Center, Counseling Center, EOPS, International Students Program, Guardian Scholars Program, Office of Special Services, Ralph Bunche Scholars Program, Upward Bound, and Veterans Resource Center (ST2B-18). The College has numerous computer laboratories that are available to students (ST2B-19). The campus currently has 2,001 computers in 73 academic and student services areas (ST1A-11, pp.14-15). Employees agree that departmental computer labs effectively contribute to student success (ST1A-19, #11c).

Assessment of learning support services. All student support services engage in comprehensive and annual program review, which identifies student needs, assesses the effectiveness of the unit, and results in unit planning objectives and associated resource requests. For a description of the program review process and how results are used for resource request prioritization, see Standards I.B.5 and II.A.16.

Distance Education. All DE students have equal access to library resources, including fully digital databases, reference materials, and librarians, 24/7 (ST2B-20). These services are also open to all off-site students. Supplemental digital materials are available from different departments that support learning labs for DE students. All Library services are fully available digitally and with no impediment to access for students.

Learning support services are flexible in using email and phone meetings to ensure service to DE students. OSS/DSPS accommodations are also available for DE students. Orientation and counseling are available online (ST2B-25; ST2B-27).

Standard II.B.2.
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard:

Selection and maintenance of educational equipment and materials
- Through the resource request process in program review, faculty identify needs for educational equipment and materials to support students (ST1B-94a; ST1B-94b)
- Using student assessment results, faculty develop course action plans to support student learning. Units use assessment results to develop unit planning objectives with supporting resource requests, including requests for equipment and materials (ST1B-2, p.5; ST1A-14, pp.20-26)
- For a description of how program review leads to resource requests, see Standard I.B.5

Analysis and Evaluation:

Selection of educational equipment and materials. Student learning needs inform the selection of educational equipment and materials. A result of course learning outcomes assessment is to identify instructional materials that could improve student learning (ST1B-2, p.12). In program review, faculty and staff identify educational equipment needs that support their unit planning objectives, which align with ESMP measures. Resource requests are submitted and prioritized by the Budget Committee based on alignment with ESMP objectives (ST1B-94a; ST1B-94b). Existing educational technology is maintained by the IT Department using the Help Desk (see Standard III.C.1).

Library. Library equipment needs are identified in program review through program learning outcomes assessments, instructional assistant reviews of equipment performance, internal documentation of the age of equipment in the Library Plan, and direct requests from students. Learning support material needs are identified by faculty in the course outlines of record (ST2A-29, pp.5-6, 15-16). Librarians review updates and new course outlines to ensure that the Library has the necessary resources to support each class. Librarians also review course syllabi, reading lists, and assignments to inform acquisitions. Once a year, all faculty are asked via email to provide the Library a list of supplemental materials (ST2B-9). The Library also examines Bookstore textbook lists and purchases selected textbooks for the reserve collection.

Learning support services. The College has numerous programs that support student learning (ST2B-18). Each program engages in outcomes assessment and program review, allowing it to assess both the effectiveness of its equipment and materials in meeting student learning needs and the sufficiency of its materials, resulting in resource requests and allocation of funds to support instructions (ST1B-94a, p.1).

Distance Education. The College assesses DE courses in the same way as traditional courses. DE courses undergo learning outcomes assessments and are assessed in program review, resulting in unit planning objectives with associated instructional materials requests that align with the ESMP. As with traditional courses, the Library reviews course outlines to ensure that it has the necessary resources to support each class. The College maintains a large database of online reference material, offers free Wi-Fi to students on campus to access that material, offers numerous computer labs for students to complete DE courses, and offers physical use of the

CSULA library. The Library has licensing to share 20,000 videos and movies, which are effectively used in DE courses.

Standard II.B.3.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

Methods of evaluation
- The Library and all learning support services engage in comprehensive and annual program review (ST1B-70; ST2B-23)
- The Library and all learning support services engage in student learning outcomes assessments (ST2B-31; ST2B-29)

Analysis and Evaluation:

Methods to evaluate support services. The Library and all units that provide learning support services (including CalWORKS, Career Center, Counseling Center, EOPS, International Students Program, Guardian Scholars Program, Office of Special Services, Ralph Bunche Scholars Program, Upward Bound, TRIO SSS, and Veterans Resource Center) engage in comprehensive and annual program review. In program review, learning support service units review disaggregated access and success data (ST2B-32; ST2B-33) as well as employee and student surveys (ST1A-19; ST3B-1a; ST3B-1b; ST2B-34). In the resulting analysis, units assess student use and access. Units compile the results of learning outcomes assessments; analyses of progress towards institutional priorities; analyses of strengths, weaknesses, opportunities, and challenges; and previous program review recommendations (ST2B-35; pp.19,24-25; ST2B-36). The unit may also use internal data.

The Library, for example, reviews the results of user surveys and evaluations (ST2B-1; ST2B-3), reviews the daily numbers of students who use the facilities (ST2B-3), and reviews the use of online databases (ST2B-37). The subsequent dialogue and analysis (ST2B-4) results in unit planning objectives that align with ESMP measures (ST2B-38a; ST2B-38b).

All learning support services, including the Library, have identified learning outcomes (ST2B-39; ST2C-28). Through outcomes assessment, units evaluate the relationship of the services to intended student learning. The Library, for example, assesses at least one PSLO each year, following its five-year assessment plan (ST2B-41). Two of the Library's four PSLOs are student centered and evaluate student ability to use Library services to access information and to recognize the ethical and legal issues surrounding information retrieval and intellectual property (ST1B-54).

Distance Education. The College assesses learning support services for DE students in the same way that it does for traditional students.

Action Plans.
- As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews.
- Prior to the fall 2016 program review cycle, the College will add learning support services staff to the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students.
- Also, see action plans for Standard II.C.2 and II.C.3.

Quality Focus Essay Plan. By fall 2017, the College will assess whether it is providing online students all learning support services as offered to traditional students, and it will ensure that it is doing so. (Supports action project objective 1.2.)

Standard II.B.4.
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard:

Formal agreements for library and learning support services
- The Library provides students with access to resources beyond the local library ([ST2B-5](ST2B-5))
- The District libraries have a policy for intra-library loans ([ST2B-6](ST2B-6)).

Evaluation for quality of contracted services
- All units engage in program review, which may include an assessment of the effectiveness of contracted services. See Standard I.B.5.

Analysis and Evaluation:

Students from any College in the District can check out books from any other library in the District or request that a book from another District library be sent to their local campus library. The Library has a reciprocal agreement with California State University, Los Angeles that allows LACC students to check out materials at CSULA location ([ST2B-7](ST2B-7)). The Library's membership with the Council of Chief Librarians consortium allows the College to provide students additional online information resources and services ([ST2B-8](ST2B-8)). Although there is no formal

agreement needed, the librarians routinely refer students to specific resources and locations of the Los Angeles Public Library system, as needed.

The College currently is piloting online tutoring services through Net Tutor for English students and have plans for full scale implementation in fall 2016. The College has a contract with the course management system, Etudes, to provide tutorials for students using the system.

The College holds formal agreements with EUREKA and KUDER for students to have access to online education and career planning. As part of outcomes assessment, the Career Center surveyed students who used the online planning system (ST2B-22).

The College provides basic health and mental health services for students provided by Family Care, an affiliate of White Memorial Hospital; the formal contract is held at the District. A Dean of Student Services oversees the program in conjunction with Mosaic's Heath and Medical Care Coordinator who is a licensed physician. Mosaic holds all licenses and professional certifications for medical and professional therapists and state licensing/certifications.

The College provides sign language interpreters for classroom instruction and instruction required activities through outside agencies; the formal contract is held by the District Personnel Commission.

Evidence List for Standard II.B.

ST2B-1 Reference Desk Surveys
ST2B-2 Number of People in Library
ST2B-3 Reference Desk Student Evaluations
ST2B-4 Librarian Meeting Minutes
ST2B-5 LACCD Libraries Student Borrowing Policies
ST2B-6 LACCD Intra System Loan Policy
ST2B-7 CSULA LACC Reciprocal Borrowing Agreement
ST2B-8 CCL Membership Invoice
ST2B-9 Library Requests Responses from Faculty
ST2B-10 LACCD Library Chairs Minutes
ST2B-11 Title 5 58724
ST2B-12 Library Surveys for State and Others
ST2B-13 List of Student Services
ST2B-14 Bibliographic Instruction Summary
ST2B-15 LACCD Library Chairs Minutes Nov 5 2015
ST2B-16 Library Survey Summaries
ST2B-17 Library Webpage
ST2B-18 Student Learning Needs and Supporting Programs
ST2B-19 LACC Computer Labs
ST2B-20 Distance Learning Program Webpage
ST2B-21 OSS/DSPS Webpage
ST2B-22 Career Center 2014-15 - Assessment Report

ST2B-23 Student Services Annual Program Reviews 2015-16
ST2B-24 Etudes Tutorials
ST2B-25 LACC Online Orientation
ST2B-26 Discipline Level Completion Rates Disaggregated by Distance Learning and Traditional Sections-Fall 2014
ST2B-27 Online Student Advising
ST2B-28 SS Units Assessment Participation 2009-present
ST2B-29 Student Services-All Units-Assessment Reports 2014-15
ST2B-30 Student Services-All Units-Assessment Reports 2013-14
ST2B-31 Library PSLO Report 2012
ST2B-32 CalWORKS Program Detail Data - 2014-15
ST2B-33 Transfer Center Program Detail Data - 2014-15
ST2B-34 LACCD Student Survey 2014
ST2B-35 2015 Library Annual Program Review
ST2B-36 2015 OSS Annual Program Review
ST2B-37 Library Database Statistics
ST2B-38a Library Unit Planning Objectives
ST2B-38b OSS Unit Planning Objectives
ST2B-39 Library Learning Outcomes
ST2B-40 Intralibrary Loan Transactions
ST2B-41 Library Assessment Plan
ST2B-42 Students Services-All Units-Assessment Reports by Year
ST2B-43 Student Centered Data Sets 2014-2015
ST2B-44 Service Centered Data Sets 2014-2015
ST2B-45 2012-13 CPR Service Centered Units
ST2B-46 2012-13 CPR Student Centered Units
ST2B-47 Workgroup Review of Proposals
ST2B-48 Common Service Unit Survey Questions
ST2B-49 Student Services-All Units-Assessment Proposals
ST2B-50 Online Application
ST2B-51 Online Financial Aid Application

Standard II.C. Student Support Services

Standard II.C.1.
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard:

Evaluation of quality of student support services
- All student support service units engage in comprehensive and annual program review (ST1B-70; ST2B-23)
- All student services units regularly assess student learning outcomes and/or service unit outcomes (ST2B-28; ST1B-46; ST1C-27; ST2B-29; ST2B-30)

Demonstration that student services support student learning
- Student support services assess comparative service and student centered data, satisfaction surveys, and pre and post assessments as part of program review and learning outcomes assessments (ST1A-8, pp.385-472; ST1A-26)
- All student support service units annually track progress towards unit planning objectives (ST2C-5)

Analysis and Evaluation:

Through the comprehensive program review process, all student support units develop a six-year plan. Each unit then completes an annual program review of the long term goals established in the comprehensive plan. Unit planning objectives align with ESMP goals, particularly those related to the goals of access and student success. An overwhelming majority of employees agree that student support services directly contribute to student success (ST1A-19, #9). For a description of the program review process, see Standard I.B.5.

The College regularly assesses the quality of the following student support services: Admissions and Records, Assessment Services, CalWORKs, Career Center, EOPS, Financial Aid, Foster and Kinship Care, General Counseling, Guardian Scholars, International Student Services, OSS, School Relations and Outreach, Student Life and Leadership, University Transfer Center, TRIO/SSS, Upward Bound, and Veterans Affairs. By requiring each unit to engage in the SLO/SUO outcomes assessment process, the College ensures that student support services are of high quality and support learning. Annually, each unit completes an assessment report that includes data analysis and an action plan to support student learning (ST1C-27). Outcomes assessment action plans inform the writing of unit planning objectives in program review (ST1B-51).

The majority of employees agree that the College offers programs, practices, and services that enhance student understanding and appreciation of diversity; that the College offers support services that contribute to the personal development of students; and that the College offers support services that contribute to the intellectual development of students (ST1A-19, #11). For a description of the learning outcomes assessment process, see Standard II.C.2.

Distance Education. All DE student support programs undergo program review through their parent unit or department. As part of program review, units monitor DE success rates (ST1B-85; ST2B-26) and develop unit planning objectives and action plans towards improving those measures. To ensure broad participation, the DE Committee has a student support services representative (ST1B-29).

The DE main page has a self evaluation tool for students and a list of tutorials designed to prepare students for use of the system (ST1C-20; ST2B-24). The College offers online advising through the Counseling Department for all students, including DE (ST2B-27). All financial support services are available and accessible via phone and internet correspondence. Orientation is also available online (ST2B-25). The Office of Special Services has a section dedicated to DE services within its home web page (ST2B-21).

Quality Focus Essay Plans.
- By fall 2016, the College will expand evaluation of support services through student satisfaction surveys and focus groups, to determine ways to be more student centered and welcoming. (Supports action project objective 1.3.)
- By fall 2018, the College will expand access by (1) completing a seamless process for tracking completion of orientations using a modernized online student information system; (2) completing a common assessment tool that is accessible online; (3) considering the use of automated abbreviated educational plans; and (4) completing comprehensive educational plans. (Supports action project objective 2.1.)
- By 2020, the College will expand academic advising programs through peer to peer mentoring and through increasing the percentage of supplemental instruction throughout the educational pathway. (Supports action project objective 2.2.)

Standard II.C.2.
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

Identification and assessment of learning support outcomes
- All student support services units have identified learning or service outcomes (ST2C-59)
- Each unit has an assessment plan and is required to assess one learning or service outcome each year (ST1B-46; ST1B-47)

- The College has a procedure to identify and assess learning and service outcomes (ST1B-4; ST1B-13)
- Fifteen student support services units have participated in outcomes assessment and 72 percent of the student support programs have completed two or more outcomes assessment cycles (ST2B-28)

Use of assessment data
- Units use learning outcomes assessment data to create action plans (ST2B-29; ST2B-30)
- For a description of data used in program review, see Standards I.B.4 and I.B.6. As part of program review, learning support services units review unit specific data (ST2B-43; ST2B-44; ST2B-45; ST2B-46)

Analysis and Evaluation:

Identification and assessment. Outcomes assessment in student support services began in 2009 with three units participating. By 2014-15, 16 units were participating. The significant increase in assessments was a result of an increase in the number of programs required to engage in program review and a requirement that all units assess at least one outcome each year (ST1B-46). All student support service units have identified learning and/or service outcomes, which appear on their websites (ST1C-9; ST2C-28).

Assessment methods. In the past three years, the College has developed several practices to ensure that student support units receive adequate guidance and support to conduct a meaningful assessment cycle. The SLO Committee has two members representing student support services (ST1B-17, p.2). The SLO Committee, working with the Student Services Council, wrote a Handbook for the Student Services Assessment Process (ST1B-4). Each unit follows an annual assessment timeline (ST1B-11; ST1B-12; ST1B-13). Annually, student services units attend learning outcomes trainings to review the relation between outcomes assessment, the mission, program review, and program improvement methods; to share assessment results; and to learn how to use eLumen (ST1B-8; ST1B-9).

The Student Services SLO Workgroup, composed of student services faculty and staff, provides feedback on the content of the assessment reports and identifies how to improve the division's assessment process (ST2B-47). To assess customer service, the work group developed a survey that is being used in outcomes assessment (ST2B-48). Other tools used to assess outcomes include pre and post tests and student satisfaction surveys. Assessment proposals are required to be submitted each year (ST2B-49; ST2C-1; ST2C-2).

Use of results. As part of outcomes assessments, units report on actions taken (ST1B-4, p.14). Outcomes assessments inform the creation of unit planning objectives (ST1B-51). Units implement the action plans included in their unit planning objectives, and assess progress in the next program review cycle.

Distance Education. The College does not currently enroll non-resident out-of-state students in DE courses. Counselors are assigned to provide online advisement and chat, in part, to help meet

the growing needs of DE students. The College currently is piloting online tutoring services (Net Tutor) for English students and has plans for full scale implementation in fall 2016. The Office of Special Services developed online procedures to accommodate students who have disabilities, providing a procedure to ensure reasonable academic accommodations for students enrolled in online courses (ST2B-21). The District collects DE student survey data that indicates how students are using student services programs (ST1B-109).

Action Plans.
- The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016.
- By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses.

Quality Focus Essay Plan. By 2017, the College will identify, assess, and expand additional learning support (academic preparation, financial aid, motivation, behavioral) for at-risk students through expanded use of the Early Alert program and professional development. (Supports action project objective 1.3.)

Standard II.C.3.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Equitable access for all students
- Both on the College website and in the College catalog, the College describes the comprehensive services it provides to all students (ST2B-13; ST1A-15, pp.263-273)
- Services provided to students online include orientation; advisement; counselor chat; and appointments for counseling, admissions, and financial aid. The College currently is piloting online tutoring services (Net Tutor) for English students and has plans for full scale implementation in fall 2016. These online services satisfy the needs of both traditional classroom and distance learners. (ST2B-25; ST2B-27; ST2B-50; ST2B-51; ST2A-47)

Analysis and Evaluation:

Services provided to students. The College provides a wide range of student support services for all students. The Student Services division provides basic services including assistance with

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the College and financial aid application, campus orientations, assessment placement testing, academic counseling, career and transfer information, and student life. Specialized programs such as California Work Opportunity and Responsibility for Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Program and Services (EOPS), Guardian Scholars, Office of Special Services (OSS), TRIO SSS, and Veterans Affairs are available to a specifically targeted underserved student population (ST2B-18).

Access to services. Student services currently are available at various locations on campus. All student services programs will be located in the new Student Services building, slated to open in spring 2016. By placing all support services in one location, student services units will increase coordination of services, leverage resources, and provide uniform service hours to meet student needs.

All student services units maintain a web presence to make information available. The College actively uses electronic communication and social media as a platforms to disseminate information about the campus. To accommodate evening students, several student services units (Admissions & Records, Counseling, Financial Aid, and Health and Wellness Center) remain open in the evening. The website and printed materials are available via alternative media as possible. The College provides information in alternate text formats upon request (ST1A-15, p.9). The College website meets the World Wide Web Consortium's markup validation service requirements and complies with Section 508 of the Rehabilitation Act.

The College provides numerous student services online in order to meet the needs of students at off-campus locations and students taking courses online. Services provided to students online include advisement, counselor chat, appointments for counseling, admissions forms, and financial aid applications. Online orientation provides information on the admissions and financial aid process. An online video describes financial aid policies and procedures.

The College offers courses at local high schools, providing opportunities for underserved high school students. Through Outreach and Recruitment, the College offers assessments at the high schools. Through the First Year Experience (FYE) initiative, the College invites high school graduates to visit the campus for one-stop academic advising, orientation, academic planning, financial aid support, and course registration.

Assessment of student needs. The Student Services Council includes members from all student services units. The committee meets regularly to discuss the effectiveness of student support services (ST2C-3). The Student Success and Support Program (Matriculation) Advisory Committee (SSSP) provides oversight and implementation of the credit and non-credit SSSP Plan, and advises the College on the various components of the matriculation process (ST2C-4).

All student support service units engage in outcomes assessment and program review (ST2B-23). Program review includes an analysis of comparative service and student centered data, satisfaction surveys, pre and post assessments as part of program review, and learning outcomes assessments (ST1A-25; ST1A-26). All student support service units annually track progress toward unit planning objectives (ST2C-5).

Evaluation of online services. All student service online services are evaluated as part of the annual program review process.

Distance Education. The College provides its DE students reliable and comprehensive services online, including orientation, online tutoring pilot program, advisement, and Etudes training. The DE website provides access to a comprehensive collection of online resources, including Library catalogs, 24/7 online reference assistance, course schedules, and a directory of online student services including assessment, counseling, the transfer program, financial aid, and special services (ST2C-6; ST1B-55, pp.17-19).

Action Plan. By fall 2016, the College will provide online tutoring to all students taking online courses.

Quality Focus Essay Plan.
- The College will increase equitable access by communicating more effectively with its enrolled students at all stages of their studies. By 2016-17, the College will identify momentum points and develop targeted interventions; by fall 2017, it will implement an automated system of communicating with students through PeopleSoft, though the Student Information System, and through social media. By 2018-19, it will hire a dedicated administrator with oversight of retention. (Supports action project objective 1.3).
- Also, see Quality Focus Essay plans for Standard II.C.1

Standard II.C.4.
Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

Alignment with mission
- The Office of Student Life and Leadership empowers students to be engaged citizens through co-curricular services and activities that explore leadership, civic engagement, culture, and personal development. The Office has identified learning outcomes. (ST2C-7)
- The Associated Student Government (ASG) and its Programming Board, comprised of students and overseen by the Office of Student Life and Leadership, coordinate activities to help students grow, develop, and achieve their academic goals (ST2C-8)

Control of co-curricular activities
- Units have control over the co-curricular activities they sponsor (ST2C-10)

Analysis and Evaluation:

How co-curricular programs are identified. The College schedules a variety of co-curricular activities that offer students cultural, social, educational, and leadership opportunities. Student support and student services units determine the types of regularly sponsored co-curricular activities, and align those activities with the goals of the ESMP.

The ASG, comprised of students and overseen by the Office of Student Life and Leadership, promotes, initiates, and coordinates educational and social activities to supplement and complement formal education on campus (ST2C-8). The Programming Board, comprised of students and overseen by the Office of Student Life and Leadership, coordinates activities to help students grow, develop, and achieve their academic goals. Students initiate the formation of supporting clubs, which are required to have an academic advisor (ST2C-11; ST2C-12, p.3). All ASG members are required to meet standards and requirements for participation (ST2C-13).

Quality and effectiveness. All student support and student services units engage in annual program review and outcomes assessment. The Office of Student Life has identified learning outcomes and assesses them on a regular basis (ST2C-14; ST2C-15). A number of co-curricular activities sponsored by the units include follow up satisfaction surveys to assess effectiveness (ST2C-16; ST2C-17).

Academic programs sponsor co-curricular social and cultural activities (ST2C-18; ST2C-19; ST2C-20; ST2C-21; ST2C-22; ST2C-23). Evaluation of the quality and effectiveness of these activities occurs within the sponsoring department and informs the planning of future activities. The Book Program is evaluated by a subcommittee of the Staff and Organizational Development Committee (ST2A-57; see Standard III.A.14).

In 2010, the College engaged in a viability study to examine the feasibility of co-curricular programs from a funding perspective. The analysis provided the College with a local definition for co-curricular activities (ST2C-25, p.2).

The College does not have an Athletics program. A 2015 viability review on Athletics determined that the program could be viable, and steps were outlined to restore the program (ST2C-26, p.25; ST2C-27).

Finances. Financial support for co-curricular activities come from department accounts in the Business Office, the LACC Foundation, or allocated general funds. The ASG Finance Committee and Board allocate ASG funds, collected from student fees and maintained in the Business Office, towards co-curricular activities. Senior staff must sign off on the use of funds from any account.

Standard II.C.5.

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

Counseling services
- Counselors are faculty members who meet state and Title 5 minimum qualifications. The College has 19 full-time counselors who provide students the following services: educational planning; evaluation of transcripts; review of transferability of courses, degrees, and certificates; major preparation; prerequisite checks; and academic progress (ST2C-28)
- In compliance with SSSP, the College requires that all incoming students are assessed, attend orientation, and develop an educational plan with a counselor (ST2C-29)
- As part of orientation, students learn about English, ESL, and math course sequences, the transfer-level program, educational pathways, transfer and degree requirements, academic policies, tutoring options, and information on campus resources (ST1C-36)

Advising services
- Online advising and live chat are available to all students (ST2C-36)
- Faculty members provide students with advice on matters within their area of competence (ST2C-60, p.3)

Analysis and Evaluation:

Counseling services. The College has 19 counselors: nine general counselors; four EOPS counselors; three counselor coordinators for Transfer, Career and International services, respectively; one TRIO SSS counselor; one CalWORKs counselor; and one OSS counselor. The College also has two grant-funded adjunct counselors in Nursing and Child Development and one counselor supporting outreach funded by SSSP.

The tenure review process evaluates probationary counselors to ensure that each one is qualified and has the requisite knowledge, skill, and ability (ST1C-34, pp.156-164). Faculty are evaluated on whether they keep current in their discipline and whether they are regularly available to students. Faculty traditionally advise students during assigned office hours.

Evaluation. Counseling engages in the program review process to evaluate how the unit enhances student development and success (ST2C-30). Counseling has consistently used the learning outcomes assessment process to evaluate their ability to orient students about academic requirements, including graduation and transfer policies.

Through outcomes assessment, counseling faculty develop action plans to enhance student development and success (ST2C-31; ST2C-32; ST2C-34). The learning outcomes have been assessed three times since 2011, using pre and post surveys. As a result of the assessment, the survey was modified and improved, the PowerPoint orientation was updated, and all counselors were required to use the presentation. Other student support programs that offer counseling assess students' understanding of educational program requirements, graduation requirements, and transfer policies through the outcomes assessment process (ST2C-35).

The Counseling Department offers classes that encourage personal development for students, including Counseling 40: College Success. This course is mandatory for students in the First Year Experience (FYE) program. The course has learning outcomes and undergoes outcomes assessment.

Distance Education. The College ensures that comparable services are available for all DE and off-site students. The College provides online academic advisement and orientation for all students. Since 2013, a counselor has been assigned to provide 24/7 online advising (ST2C-36). A dedicated online counselor is provided training on how to use the online system.

Quality Focus Essay Plans.
- By 2018, the College will provid**e** First Year Experience support services in the second year, with a focus on support within the student's major through a faculty-student mentoring program (Supports action project objective 2.4.)
- By 2017, the College will identify and support cohorts of students in "signature" academic transfer, degree, and certificate programs (Supports action project objective 2.4)
- Also, see Quality Focus Essay plans for Standards II.C.1 and II.C.3

Standard II.C.6.
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

Evidence of Meeting the Standard:

Admission policies
- The College admits any person possessing a high school diploma or its equivalent. The College follows District policies on each of the following: the admission of elementary and secondary students as full-time or part-time students; the admission and residence classification of non-citizens; applicants for student visas; and residence requirements (ST2C-61, p.1)
- All specialized programs with selection processes include information and/or applications on their department websites:
  - Dental Technology (ST2C-38)
  - Radiologic Technology (ST2C-39)

- Nursing (ST2C-40)
- Theater Academy (ST2C-41; ST2C-42; ST2C-43)

Pathways
- Students learn about prerequisites and pathways to complete degrees, certificates, and transfer during orientation and counseling sessions (ST1C-36, pp.4-6)
- Counselors use the catalog to advise students on courses required to complete degrees and certificates (ST1A-15, pp.41-132)
- The College Transfer Center, which has a designated counselor, provides resources including transfer university catalogs, workshops, campus tours, and university representatives. The website includes information on articulation agreements and transfer requirements. (ST2C-37)

Analysis and Evaluation:

Policies. The College admission policy allows for admission of any person possessing a high school diploma or its equivalent. This policy is consistent with the College mission to "empower students from the diverse communities it serves." The online application, which is vetted through an admissions process, ensures the eligibility of students enrolling in the College. Students agree that they are able to follow the recommended list of courses in their Educational Plan (ST1A-28, p.11, #20).

The College employs a full-time articulation officer who works with faculty to establish articulation agreements with transfer institutions. Articulation agreements provide students seamless transfer of credit and define pathways to program completion. The articulation officer helps the College define pathways for general education and associate degrees for transfer to four year schools.

Pathways. The Student Success and Support Program (SSSP) mandates all incoming students receive assessment, orientation, and counseling. Effective fall 2016, all students who have completed a minimum of 15 units must declare a major and have a comprehensive education plan for further priority registration.

The First Year Experience (FYE) program is designed to prepare first-year students for academic success and to help them select a career goal. The program helps students transition through developmental level classes and prepare them for completion of college level transfer programs or certificates. The goals and outcomes of the FYE program are described and documented (ST2C-44; ST1B-81b, p.1; ST1B-81a, pp.18-28). Moving forward the program will undergo outcomes assessment in program review.

The Extended Opportunity Program and Services (EOPS) mission is to assist students challenged by language, economic, and educational disadvantages and to facilitate the successful completion of their academic goals, which may include program completion, and transfer. The program undergoes outcomes assessments and program review.

The Curriculum Committee and EPPIC routinely evaluate pathways to the completion of awards or transfer to ensure that students can efficiently achieve their educational goals (ST1B-88; ST2A-16; ST2A-62).

Distance education. Online orientation is available for DE students.

Quality Focus Essay Plan.
- By fall 2018, the College will expand its admissions policies to better serve students in the matriculation process. (Supports action project objective 2.1.)
- Also see Quality Focus Essay plans for Standards II.C.1, II.C.3, and II.C.5

Standard II.C.7.
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

Admissions and placement instruments
- The College uses CCCApply, an admissions application used throughout the state of California that affords the District the opportunity to use one application for admission to any of the District's colleges (ST2C-45)

Processes to validate effectiveness
- The College uses instruments from the California Community College Chancellor's Office list of approved assessment instruments (Accuplacer) for math, English, and ESL. These assessment tests are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments used in the California Community Colleges (ST2C-46).
- The College uses locally established cut scores using multiple measures from identified placement instruments to determine placement within each course sequence. These placement instruments are on the approved list from the California Community College Chancellor's Office.
- The Test of Essential Academic Skills (TEAS V) is used as part of the admissions process for the Nursing program (ST2C-49, p.2)

Analysis and Evaluation:

Assessment is a critical component of the matriculation process and a core function of the Student Success and Support Program (ST2C-50). The Assessment Office offers placement testing year-round in the Drop-In Center (ST2C-51). Non-matriculating students are offered the opportunity to complete assessment testing for placement in the English and/or the mathematics course sequence (ST2C-52). A majority of students are satisfied with Assessment and Placement Services (ST1A-28, p.8, #19b).

Students interested in Nursing are required to attend an orientation, and only students qualified and approved by the Nursing Counselor may submit an application. If applicants score below a standardized competency point in the TEAS V test, they are offered a funded remediation program and must demonstrate a passing score upon being retested following remediation.

The College considers placement results from regionally accredited colleges within one year of the student having taken the test. Results are approved by the Counseling Office.

The Admissions and Records Office participates in the annual program review process to ensure program evaluation informs the implementation of new practices (ST2C-54).

Distance Education. The College does not have a DE program or an online assessment or placement tool. DE students take placement tests at the College or take a placement from a regionally accredited college.

Action Pan. In spring 2016, the College's math and English placement test instruments will be re-validated.

Quality Focus Essay Plan. By 2020, the College will evaluate its placement instruments by identifying alternative placement models for student assessment, with a goal of increasing the percentage of students placing into higher level courses. (Supports action project objective 2.3.)

Standard II.C.8.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

Student records
- The District has policies for keeping student records, providing transcripts, and securing those records (ST2C-56)
- Students are provided information on how to request transcripts in the catalog and online (ST1A-15, pp.249-250; ST2C-58)

Analysis and Evaluation:

District policies state that each student must have "a cumulative record of enrollment, scholarship, and educational progress" and that transcripts of those records can be accessed when enrolling in another school (8400). District policies are also in place to limit authorization of access to student records except under specific circumstances (8401.11) and for the protection of confidential student information (8404). (ST2C-56)

All physical documents in Admissions and Records, and Financial Aid are scanned through WebXtender and stored online on a protected server. After one year, the physical documents are shredded. Files created in the Counseling Department on the electronic student education plan software, ActionPlanIt, are stored on a protected server. The College uses the DEC to review transcripts, pre-requisites, and assessment scores, which are only accessible to appropriate full time classified staff and faculty. The following offices process physical student records:

Unit	Location
Admissions and Records	All applications are submitted online. Documents received are scanned and saved to a secure server. Files are kept in a cabinet in a secure area not accessible to students.
CalWORKs	Student files are stored in electronic format only. Staff are assigned a user ID and password. Files are backed up into a server each day. Staff are required to sign a confidentiality agreement administered by the Department of Public Social Services.
Career Center	Locked filing cabinet in the Director/Counselor's office
EOPS	Locked file cabinets inside the EOPS/CARE office
Financial Aid	Student files are scanned and saved to a secure server.
Guardian Scholars	Active student files are located in the main office area in a locked filing cabinet. Older/exited student files are secured in a closet.
International Students	Locked filing cabinets are kept in an employee office under lock and key.
OSS	Files are kept in a locked storeroom in locking file cabinets.
Ralph Bunch Scholars	Files are kept in locked filing cabinets in the Scholars office.
Student Health	Files are stored electronically and password protected.
Transfer Center	Files are kept in a locked filing cabinet in the director/counselor's office.
TRIO SSS	Files are kept in a locked filing cabinet in the director/counselor's office.
Upward Bound	Files are kept in a locked filing cabinet in the director's office.
Veterans Office	Files are kept in a locked filing cabinet inside of the Veterans Resource Center.

The Admissions and Records Office tracks student requests for transcripts. Students submit a request to Admissions and Records either in hard copy or electronically (ST2C-57; ST2C-58). The request is entered into DEC to document the date of submission, and physical copies are either picked up or mailed as requested by the student. The majority of students say that they are satisfied with the services provided by Admissions and Records (ST1A-28, p.8, #19a).

Evidence List for Standard II.C.

ST2C-1 2014-15 Assessment Proposal OSS
ST2C-2 2013-14 Assessment Proposal TRIO
ST2C-3 Student Services Council Minutes 12-9-14
ST2C-4 SSSP Operating Agreement
ST2C-5 2012-2018 Unit Planning Objectives - Student Services
ST2C-6 Distance Education: Students website
ST2C-7 Student Life Webpage
ST2C-8 Associated Student Government Webpage
ST2C-10 LACC Co-curricular Activities
ST2C-11 ASG Clubs
ST2C-12 ASG Club Codes
ST2C-13 LACCD S-9 Requirements
ST2C-14 Student Life 2014-15 Assessment Report
ST2C-15 Student Service Unit - Analysis and Improvement Plan - Student Life
ST2C-16 Veterans Resources Fair Event Survey
ST2C-17 Event Report and Assessment - Open Mic Night - 10.08.13
ST2C-18 Music Events
ST2C-19 Art Gallery Events
ST2C-20 Theatre Academy Events
ST2C-21 Foreign Language Day
ST2C-22 Dance Events
ST2C-23 Cinema/TV Events
ST2C-25 Viability Report Cocurricular Programs May 2010
ST2C-26 Viability Report Athletics May 2015
ST2C-27 President_Response_Athletics_Viability_6-11-2015
ST2C-28 Counseling Services Webpage
ST2C-29 Students Receiving AOC Services July 2015
ST2C-30 2015-16 Program Review Counseling Non Instruction
ST2C-31 2012 Analysis and Action Plan - Counseling
ST2C-32 Counseling 2014-15 Orientation Survey
ST2C-34 Counseling 2014-15 Assessment Report
ST2C-35 TRIO SSS SLO Assessment 2014-15
ST2C-36 Online Counseling Webpage
ST2C-37 University Transfer Center Webpage
ST2C-38 Dental Tech Requirements
ST2C-39 Radiologic Technology Application
ST2C-40 Nursing Program Application
ST2C-41 Acting Application
ST2C-42 Costume Application
ST2C-43 Professional Entertainment Technology Application
ST2C-44 SSSP Credit Plan 2015-2016
ST2C-45 CCCApply Admission Application
ST2C-46 CCCCO Approved Assessment Instruments

Architect
FRANK GEHRY
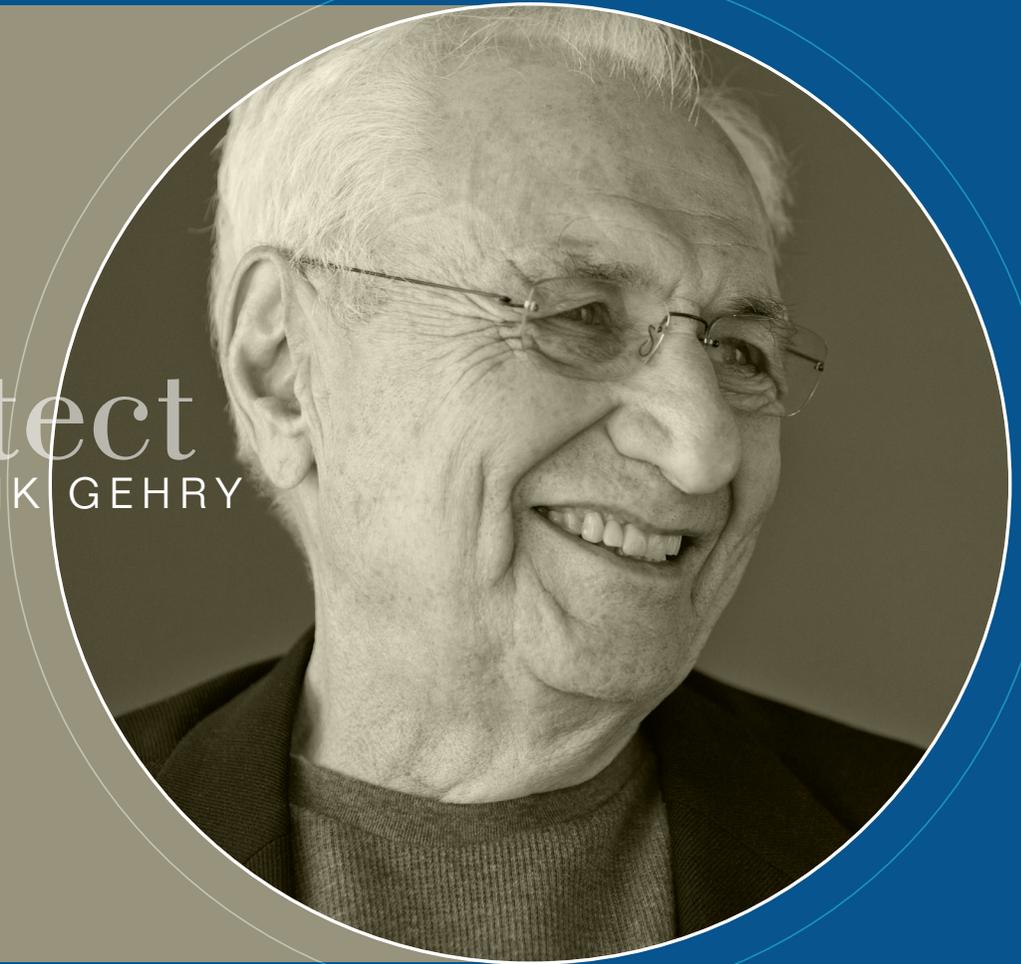
Frank Gehry's College

Standard III

Resources

Student

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The Writer's *College*

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that the responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

Standard III.A.1.
The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

Qualification and procedures for all positions
- Minimum qualifications are established in the District Office of Human Resources for all academic positions (ST3A-8, p.1), administrators (ST3A-10, p.5), faculty (ST3A-6, p.2; ST3A-11, p.2), and classified staff (ST3A-14)
- The LACCD Personnel Commission supports the College by advertising classified positions, ensuring candidates meet minimum qualifications, and assigning salaries (ST3A-5a)
- The College has a clearly defined local process for prioritizing and hiring probationary faculty and classified staff (ST1A-14, p.26; ST3A-1; ST3A-2)
- The District has a clearly defined process for hiring tenure track faculty (ST3A-6, p.2)
- The District has a clearly defined process for hiring non-classroom instructors (ST3A-7)
- The District has a process to review equivalencies of degrees from non-United States institutions (ST3A-8, p.2)
- The District has a clearly defined process for hiring classified staff (ST3A-9a; ST3A-9b)
- The District has a clearly defined process for hiring certificated administrators (ST3A-10)

Analysis and Evaluation:

Hiring criteria. Through its clearly defined hiring procedures, the College ensures that administrators, faculty and staff are qualified to provide and support its programs and services. Safeguards are in place to ensure consistent application of written hiring policies and procedures.

Equal employment opportunity officers, along with the Personnel Commission, District Human Resources, and District and College administration ensure the correct hiring procedures are followed.

Qualification and procedures for all positions. The College follows District processes for processing, hiring, and evaluating all employees. All job classifications and job descriptions are approved at the District. Minimum qualifications are established in the District Office of Human Resources, which align with California Education Code (ST3A-11, p.2; ST3A-10, p.5; ST3A-6, p.2; ST3A-14). The District Personnel Commission supports the College by advertising classified positions, ensuring candidates meet minimum qualifications, and assigning salaries. The Commission also has strict guidelines for hiring and establishing the duties of unclassified employees. In addition, the District and the College have clearly defined processes for hiring administrators and faculty including probationary and permanent classroom and non-classroom faculty and temporary or adjunct faculty (ST1A-14, p.26; ST3A-1; ST3A-2, ST3A-6).

Probationary faculty. Requests for probationary faculty occur annually in program review through the resource request process, and these requests are prioritized by the Hiring Prioritization Committee (HPC) and sent to the College president as a formal recommendation from the Academic Senate (ST3A-1). The Probationary Faculty Prioritization Policy ensures that probationary faculty prioritization is based on fulfilling the College's mission, goals, and priorities set by the ESMP. The policy was established by mutual agreement between the Academic Senate and College president and is in consonance with the faculty collective bargaining agreement. The process includes an analysis of data, including enrollments, FTES/FTEF ratio, program completion rates, and staffing needs based on the size of the department (ST3A-1c). Once the Senate forwards the prioritized list to the president, if the president decides to make changes to the list, then the president must provide the rationale for the changes along with the final approved list. Outcomes are documented through minutes and through the approval of the final hiring prioritization list (ST3A-1b, p.5).

Once the College president finalizes and approves the priority and number of positions to be hired, the tenure track hiring process follows District policy (ST3A-6, pp.3-6). Each selection committee consists of at least three members—a majority of whom must be in the discipline of the position to be hired—and one administrator. The committee also includes a non-voting Equal Employment Opportunity (EEO) officer who monitors all committee meetings, the interviewee selection process, and interviews. The EEO and administration ensure the process follows fair employment practices and conforms to policy. The committee assures that the desired qualifications for the position are closely matched to programmatic needs. Selection committees engage in dialogue to create job descriptions guided by state-approved minimum qualifications and stated college goals and priorities. Once developed, the job descriptions are submitted to the College president and District Human Resources for approval and posting. Once the advertised position is closed, the selection committee chooses the applicants to be interviewed. When the initial interview process is complete, the selection committee forwards at least three unranked candidates to the president for final interviews. After references are checked and final interviews are conducted, the president makes the final selection.

Probationary faculty undergo a rigorous tenure review process. A committee of peers oversees the evaluative process, ensuring the faculty member has and maintains the appropriate professional qualities, is current in the discipline, follows course outlines, and performs the professional duties listed in the faculty contract. These professional responsibilities include such things as participating in the SLO assessment cycle, participating in college governance and decision making processes, and seeking ways through professional growth to enhance competency as a member of the college community (ST1C-34, pp.189-192).

Adjunct faculty. Adjunct faculty are selected using state-approved minimum qualifications. Typically, the department chair interviews the candidate, although other faculty members (or the dean) may be involved as well. Upon selection, the candidate is referred to LACC Human Resources to complete a hiring packet, which includes an Adjunct Selection Form that allows for verification of minimum qualifications (ST3A-20). After reviewing official transcripts, the Adjunct Selection Form is signed by the department chair, the dean, and the vice president of Academic Affairs. Once Human Resources has cleared the candidate for hire, the vice president of Academic Affairs provides final approval. Generally, the vice president accepts the recommendation of the department chair and area dean. If the candidate is requesting "equivalency" as an exception to meeting stated minimum qualifications for a discipline, a District discipline committee reviews the candidate's qualifications and makes a formal recommendation to the District Academic Senate as to whether to approve the applicant's equivalency for minimum qualifications (ST3A-11, p.3).

Faculty involvement in hiring faculty. Except for the final decision, faculty are involved in all steps of the probationary faculty hiring process. The HPC is comprised of six faculty members and three administrators for a total of nine voting members (ST3A-1, p.1). In addition, faculty comprise the majority of voting members on selection committees (ST3A-6, p.3). Usually, the department chair reviews applicants for adjunct positions and makes a recommendation to administration (ST3A-20). Upon receiving recommendations from the faculty, the appropriate administrator makes the final decision, subject to District clearance. New department chairs receive support via the orientation processes for hiring from administrators, other department chairs, and the Academic Senate, which has developed other supporting materials (ST4A-32; ST3A-18a; ST3A-18b).

The College regularly hires probationary and adjunct faculty members:

FY	Probationary	Adjunct
2011-12	2	45
2012-13	8	24
2013-14	10	67
2014-15	2	39
2015-16	21	18
Totals	**43**	**193**

Classified staff. Hiring of classified staff follows District processes. The District Personnel Commission establishes minimum qualifications and job descriptions. Any reclassification of

positions may be requested by the College but is subject to Personnel Commission approval. In this way, the District and College assure that the qualifications for the position are closely matched to programmatic needs (ST3A-17). Requests for classified staff frequently occur through the program review resource request process and are sent to the College president as a formal request. Resource requests must align with unit planning objectives in support of the ESMP. The Classified Staff Prioritization Policy, which will go into effect for the 2016-17 hiring cycle, will document how staff prioritization is based on campus need and in concert with College strategic goals and priorities (ST3A-2). The District Personnel Commission advertises classified staff positions and verifies the qualifications of newly hired staff. When the college desires to hire a classified employee the College contacts the Personnel Commission to ascertain if there is an established list for the position. If one exists, the College must interview and make its choice from the top three ranks on the list. If a list with at least three names on it does not exist, the College may hire a provisional person until a new list is established. Lists are established by the Personnel Commission through written and oral examinations. In addition, a person serving provisionally in the position may sit for the exam and, if placed in the top three ranks, may be considered for the permanent position providing that at least three potential candidates are interviewed.

Classified administrators. District Human Resources advertises certificated administrator positions through the District website and CCC Registry. The Personnel Commission governs the hiring of classified administrators (unrepresented) (ST3A-5b). The Personnel Commission develops job descriptions and advertises classified administrator positions. When a supervisory position is requested, the District follows a process to ensure that the position is appropriate for the classification. Qualifications of classified administrators are verified by the Personnel Commission to ensure minimum qualifications are met.

Academic/Certificated administrators. The decision to replace or hire a new academic administrator ultimately lies with the president. However, in making the decision, the president typically consults with other senior staff, faculty leaders, and occasionally college planning committees that forward plans such as, grants, the Equity Plan, or SSSP Plan that sometimes include the hiring of a new administrator. Once the College president approves to hire or replace an administrator, the process enters the next phase. The academic administrator hiring process is governed by policy (ST3A-10). Selection committees are made up of at least two faculty members (one appointed by the Academic Senate president and one appointed by the local faculty AFT Chapter president), one AFT Classified 1521A member (appointed by the local Chapter chair), one administrator from another LACCD college or the District Office, and at least three LACC administrators who are selected by the appropriate vice president and are subject to the president's approval. Policy stipulates the majority of the committee must be administrators (ST3A-10, p.3). The committee also includes a non-voting Equal Employment Opportunity (EEO) officer who monitors all committee meetings, the interviewee selection process, and interviews. The EEO, along with the administration, ensures that the process follows fair employment practices and conforms to the HR guide. The committee assures that the desired qualifications for the position are closely matched to college priorities and the ESMP. In addition, selection committees engage in dialogue to create job descriptions guided by state-approved minimum qualifications and stated college goals and priorities. Once developed, the

job descriptions are submitted to the College president and District Human Resources for approval and posting. Once the advertised position is closed, the selection committee chooses from among the applicants those to be interviewed. When the initial interview process is complete, the selection committee forwards at least three unranked candidates to the president for final interviews. After references are checked and final interviews are conducted, the president makes the final selection.

Equivalency. The District has a process to review equivalencies of degrees from non-United States institutions (ST3A-8, p.2). All applicants must meet the minimum qualifications for the instructional discipline or other academic field as specified in Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges. Applicant postsecondary foreign transcripts are evaluated by any of the agencies approved by the California Commission of Teaching Credentialing.

Advertising. The District Human Resources office advertises all probationary faculty, staff, and administrator positions online (ST3A-36). Probationary positions are also advertised through external job postings as selected by the departmental committee. Adjunct faculty openings are generally advertised directly by the department.

Distance Education. Although the College may include DE experience as a desired qualification for faculty hiring, the College does not specifically hire faculty to teach DE classes. All probationary and adjunct faculty are approved through the standard processes; and, once approved, they must adhere to the policies for approving faculty teaching DE classes. DE faculty members are required to complete Etudes training, and classes in pedagogy, and develop a sample shell, at which point they are approved by the DE Committee to teach DE classes (ST1B-55, p.7).

Standard III.A.2.

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard:

Qualifications
- All probationary faculty job postings include the title and level of assignment, job description, minimum qualifications, eligibility, duties and responsibilities, desired qualifications, salary and benefits, and the application and evaluation process (ST3A-18b, pp.6-12)
- The College follows District policy for hiring, including District policy governing the selection committee, the recruitment of candidates, the application evaluation, interviews, and the recommendation to the College president (ST3A-6, p.2)

Analysis and Evaluation:

Hiring of probationary faculty. The probationary faculty hiring process ensures that faculty have the appropriate degrees and professional experience. Required degrees are set in the job description minimum and desired qualifications and are proven through a review of transcripts by the District. Professional experience, discipline expertise, and potential to contribute to the College mission are listed in resumes and discussed during the interviews. Questions asked during the interviews are determined by the members of the committee (ST3A-6, p.3). Interviews traditionally include a teaching demonstration; a writing sample; and a pedagogy portfolio, including sample syllabi, assessments, and lesson plans. Scholarly activities are traditionally considered as a desired qualification, even though the College is not a research institution.

District Human Resources has a list of minimum requirements that need to be included in all job descriptions; the requirements include curriculum review and development and SLO assessments. All posted faculty job descriptions for new hires are posted on the District website. Job descriptions list curriculum review and learning outcomes assessments as part of the duties and responsibilities (ST3A-18b, pp.6-12). The AFT Contract lists as required duties that a faculty member must keep current in one's discipline and participate in the SLO assessment cycle. Additionally, it is a professional responsibility of faculty to participate in the collective work of the department as applicable, including updates and revisions of course outlines, curriculum development, advisory committees, program transfer and completion information, and program review (ST1C-34, p.278).

Department chairs and deans (for adjunct faculty) and hiring committees and District HR (for full-time faculty) review faculty transcripts for minimum qualifications for degrees and professional experience. The vice president of Academic Affairs also reviews faculty applicant transcripts for verification that the applicants meet the minimum qualifications as established by the California Community College Chancellor's Office. Faculty must provide evidence that they keep current in the discipline, fulfill professional development obligations, participate on committees, and engage in SLO assessments; these duties are assessed through tenure review and comprehensive and basic evaluations. As part of comprehensive and basic evaluations, teaching skills are assessed through required classroom observations and student evaluations (ST1C-34, pp.70, 159). In addition, faculty are required to contribute to the vibrant life of the College and engage in activities that promote a quality education and student success (ST1C-34, p.278).

Hiring of adjunct faculty. The department chair (sometimes the area dean) and occasionally additional faculty members interview the prospective hire, review resumes, and typically ask for pedagogy portfolios including sample syllabi, assessments, and lesson plans. Required degrees are proven through a review of transcripts by the department chair, dean, and vice president (ST3A-20). Official transcripts are reviewed and approved by the District. Adjunct faculty undergo a basic evaluation before the end of their second semester of employment and at least once every six semesters of employment thereafter (ST1C-34, p.69).

Distance Education. Faculty teaching DE are subject to the same evaluation process as in the traditional classroom. The DE Committee has established a process for evaluating whether

faculty members are qualified to teach DE classes. After the instructor completes Etudes training, completes classes in pedagogy, and develops a sample shell, the DE Committee uses a rubric to evaluate how well the faculty member has designed the online class (ST1B-55, pp.21-28). Members of the DE Committee review courses following the rubric, provide suggestions for changes, and recommend approval of the course design. Approved DE shells are documented in meeting agendas. The College does not specifically hire faculty to teach only DE classes.

Standard III.A.3.

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

Qualifications
- All academic administrator job postings include the name of the specific academic position being announced; description of the position being filled; entrance qualifications, including minimum qualifications and desirable qualifications; general duties of the position; and application procedures. The College follows District policy for hiring, including District policy governing the selection committee, the recruitment of candidates, the application evaluation, interviews, and the recommendation to the College president (ST3A-10).

Analysis and Evaluation:

Hiring of academic administrators. The academic hiring process ensures that administrators have the appropriate degrees and professional experience. Required degrees are set in the job description minimum and desired qualifications and are verified through a review of transcripts by the District. Professional and administrative experience and the potential to contribute to the College mission are generally listed in resumes and discussed during the interview process. Questions, presentations, and writing prompts are determined by the members of the selection committee as explained in the HR guide for hiring academic administrators (ST3A-10). In addition to several questions from the committee, interviews may also include prepared presentations on prompts created by the selection committee and shared with the interviewees prior to the interview. Writing samples are also a part of the interview process. Typically, an interviewee arrives 30-45 minutes ahead of the interview and is given a time to demonstrate written communication skills. Copies of the writing assignments are shared with the committee and used as a factor in developing a list of finalists.

District Human Resources has a list of minimum requirements that need to be included in all job descriptions, including a master's degree from a regionally accredited institution and at least one year of formal training in administrative duties generally related to the assignment. All posted administrative job descriptions for new hires are posted on the District website as well as the

California Community College Registry. In addition to listing the minimum qualifications, job descriptions list the required duties of the position and also list the desired qualifications.

Standard III.A.4.

Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard:

- The College follows minimum qualifications for positions that require a master's degree (ST3A-3, pp.43-49)
- All academic faculty and academic administrators must hold degrees and credits from a postsecondary institution accredited by the American Council of Education (ST3A-8, p.1; ST3A-10, p.5)
- All job descriptions indicate that required degree must be from a recognized college or university (ST3A-66)

Analysis and Evaluation:

Verification of degrees. One hundred percent of faculty, administrators, and other employees required to have a degree possess their degrees from institutions accredited by recognized U.S. accrediting agencies. College processes ensure that degrees are verified and that degrees from non-U.S. institutions are granted equivalency from District approved established agencies.

Qualifications of probationary faculty applicants are verified informally by the hiring committee and formally by the District Human Resources office. Adjunct faculty submit official transcripts evaluated first by the department chair, second by the area dean, and third by the vice president of Academic Affairs. Each sign off on the appropriate form confirming they have reviewed the official transcripts and work experience information and are satisfied that the candidate meets the minimum qualifications for employment. Once the vice president has signed and approved the verification of degree form, the document is sent to the Personnel Office who forwards it to District HR which makes the final determination that minimum qualifications are met and the faculty member is qualified to teach in the qualifying subject area (ST3A-20). Faculty applicants requesting provisional equivalency do so through a District provisional equivalency committee who forwards its recommendations to grant or not to grant equivalency to the District Academic Senate for final approval (ST3A-21).

Equivalency. The District has a process to review equivalencies of degrees from non-United States institutions (ST3A-8, pp.1-2; See Standard III.A.1).

Employees are highly qualified. College hiring processes yield highly qualified employees, as exemplified by the high percentage of new hires who pass their probationary period and get tenure. The hiring process and ensuing probationary evaluations are thorough and reveal whether

new hires are highly qualified and possess the appropriate skills required for the position. For a description of evaluations, see Standard III.A.5.

Distance Education. The DE Committee has established a process for evaluating whether faculty members are qualified to teach DE classes, and DE faculty undergo formal evaluations in the same way as traditional faculty. See Standards III.A.1 and III.A.5.

Standard III.A.5.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard:

Faculty
- Criteria for evaluating faculty, including timeline and method, are stated in the AFT Faculty Contract (ST1C-34, pp.180-220)

Staff (Clerical, Managers, Supervisors)
- The District Personnel Commission and the six unions develop collective bargaining agreements that define the timeline and method for evaluating classified staff (ST3A-22)
- The District has a clearly defined policy and process for performance evaluations for probationary and permanent classified employees (ST3A-23)

Administrators
- The timeline and method of evaluations of certificated deans are defined by contract (ST3A-74, pp.8-9)
- Evaluations of classified administrators (unrepresented academic administrators) are defined in Board Rule (ST3A-25, p.3)
- Evaluations of certificated vice presidents and the college president are defined in District policies and forms (ST3A-15a; ST3A-15b)

Analysis and Evaluation

Evaluations of all employees are formally documented, include performance standards and ratings, can result in improvement plans as needed, and are intended to lead to improvement of job performance (ST3A-24). Each evaluation form measures the effectiveness of personnel in performing their duties. Upon completion of an evaluation, the employee is given a copy of the evaluation including comments, recommendations, and improvement plans as appropriate. If there is an improvement plan, the employee is given a timeline for completion of the plan. If there is no improvement, the College will utilize the progressive discipline process that may lead

to dismissal and termination (ST3A-4, pp.5-6). In this way, the College connects the personnel evaluation to institutional effectiveness and improvement. All LACCD employee evaluations are stored in the District Human Resources office. A majority of employees agree that that policies and procedures for evaluating employees are strictly followed (ST1A-19, #12d).

Faculty. Faculty duties, obligations, and activities are stated in the AFT Faculty Contract (ST1C-34, p.278). Tenured faculty members are evaluated every three years, alternating a comprehensive and basic evaluation. Under certain circumstances, the administration can call for an evaluation as well. Adjunct faculty are evaluated by the end of their second semester and at least once every three years thereafter. Upon completion of an evaluation, the faculty member is given a copy of the evaluation—including comments, recommendations, and improvement plans, as appropriate—and faculty professional growth goals and plans (p.190).

Staff (Clerical, Managers, and Supervisors). After the probationary period, classified staff are evaluated every year by their immediate supervisor. The District Personnel Commission provides the schedule for evaluating probationary staff and develops the components of the evaluation. Classified employees are evaluated annually by their birthday. Twice during the probationary period and annually afterwards, the supervisor conducts the evaluation and submits it electronically to the Personnel Commission. If necessary, the supervisor will provide a work improvement plan. Outcomes of the evaluation may also include a consideration by the Personnel Commission of whether the duties of the employee are appropriate for the job classification. Unclassified staff, such as community services instructors and student workers, are "at will" temporary assignments and evaluated informally by their immediate supervisor, who can provide suggestions for improvement.

Academic (certificated) administrators. At LACC, academic administrators include the president, the vice president of Academic Affairs, the vice president of Student Services, and all deans. The College president and certificated vice presidents have annual, basic evaluations with a comprehensive evaluation occurring at least every three years—or more often, if requested. Deans are evaluated by their anniversary hire date by their immediate supervisor. The evaluation includes the development of performance goals and objectives. In addition, a job duty statement and annual goals, developed by the supervisor with input from the employee, are used as the basis for annual evaluations. An official form is used for the performance evaluation that determines whether the employee is satisfactorily performing required duties. Evaluations with an overall "needs to improve" or "unsatisfactory" result must include specific recommendations for improvement and provisions for assisting the president or vice president in implementing the recommendations made.

Classified administrators. Employees are evaluated annually by their immediate supervisor via an official performance evaluation that determines whether the employee is satisfactorily performing required duties. At LACC, these employees include the vice president of Administrative Services, the associate vice president of Administrative Services, the director of Facilities, the IT manager, the Bookstore manager, and the Teaching Learning Center coordinator.

Distance Education. Faculty members teaching DE classes are evaluated in the same way as traditional classroom faculty, resulting in the identification of areas for improvement, as appropriate. Evaluators have access to the DE online classroom to make evaluative determinations, just as is done in a visit to a face-to-face classroom. Student evaluations of DE instructors include specific questions related to the DE modality (ST1C-34, p.216-17). The aggregate of the information collected in both the DE and traditional classroom are used by evaluators to make final conclusions, commendations, and recommendations for improvement to the faculty member.

Standard III.A.6.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard:

Faculty
- Faculty evaluation includes an assessment of whether the faculty member participates in the student learning outcomes assessment cycle (ST1C-34, p.189, #9)
- The AFT's clarification of the meaning of "participates in the SLO assessment cycle" states that "all instructors shall conduct SLO assessment in their assigned classes and use the results to make appropriate changes in instruction to improve student learning" (ST1C-34, p.261)

Academic administrators
- Academic deans write a job duty statement annually, including a reflection on their annual goals. Goals traditionally include SLO objectives to ensure compliance (ST3A-26).
- Academic/certificated presidents' and vice presidents' annual goals typically include work on assisting the College to meet its mission and goals including student and/or service learning outcomes (ST3A-15a; ST3A-15b)

Analysis and Evaluation:

Faculty (individually and collectively) engage in the assessment of how well students are learning in their courses and programs. The College documents faculty participation in the SLO assessment cycle (ST1B-31a; ST1B-31b; ST1B-33; ST1B-34; also see Standard I.B.2). Full-time faculty members are required to write SLOs and establish assessment tools and rubrics. All faculty must include the officially approved course SLOs on course syllabi, conduct SLO assessments in their assigned classes and use the results to make appropriate changes in instruction to improve student learning. The faculty member is required to provide evidence of changes in instruction and improvement in student learning through data and the results of assessments and modifications (ST1C-34, p.261, #3).

Academic administrators are asked in their annual evaluation to reflect on how well the College is meeting its ESMP, including student success and whether learning outcomes assessment is ongoing, systematic, and used to continuously improve student learning. Administration provides guidance and support by providing faculty with professional development activities designed to assist them in implementing interventions that will result in improving teaching and learning (ST1A-2, objectives 2.1.7, 2.1.8, 2.1.9).

The SLO coordinator reports to the dean of Special Programs. The dean of Special Programs, the Staff Development coordinator, and the vice presidents of Academic Affairs and Student Services work closely together to coordinate and facilitate the sustainability of the SLO process to improve teaching and learning.

Deans and the vice presidents of Academic Affairs and Student Services validate the results of comprehensive and annual program review, which include a review of unit action plans coming from SLO assessments. This includes feedback to the unit on ways in which teaching and learning can be improved (ST2A-10, p.25).

Distance Education. Faculty teaching DE courses are assessed in the same way as traditional courses, including discussions about how well students are learning in courses, and review of data indicating how well students met the criteria that measures their learning. Student learning outcomes measures are the same for DE and traditional classes.

Standard III.A.7.
The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard:

Appropriate levels of faculty to support each program and service
- The College assesses the quality of its educational programs and services through program review (ST1A-14, pp.17, 20-22, 39-40)
- The College meets its Faculty Obligation Number (FON) as set by the District (ST3A-73; ST3A-27)
- The College has a formal process for prioritizing faculty hiring requests, which is tied to program review and supports the ESMP (ST3A-1)
- Adjunct faculty are assigned classes based on seniority order (ST1C-34, pp.50-56)

Analysis and Evaluation:

Processes for determining appropriate staffing levels. The College hires an appropriate level of faculty to teach the classes needed for enrolled students to complete programs, degrees, and certificates. The vice chancellor of Human Resources works in consultation with the College

president to determine the faculty obligation number (FON), which guides the number of new probationary faculty members that will be hired each year. Full-time faculty prioritization occurs in the Hiring Prioritization Committee (HPC) through a clearly defined process that includes consideration of the needs for both replacement hires and for new positions (ST3A-1). Criteria for hiring faculty includes support of the ESMP, program needs and department goals identified through the program review process that includes SLO assessments, enrollment, and FTES/FTEF data (ST2A-81).

The College continually hires faculty to enhance the quality of its programs and services and achieve the College mission:

Employee Unit	Fall 2013	Fall 2014	Spring 2015	Fall 2015
Regular Faculty	232	199	212	216
Adjunct Faculty	638	608	500	571

Full-time faculty members support the quality of educational programs and services through office hours, professional development, committee work, and learning outcomes assessment. Professional responsibilities may also include serving on hiring committees, participating in accreditation, advising student clubs, and performing other activities that enhance the College mission (ST1C-34, p.278). Los Angeles College currently meets its FON (ST3A-73).

The College assesses the quality of its educational programs and services through program review (ST1A-14, pp.17,20-22,39-40). Employees agree that human resource decisions are developed from program review results, annual unit planning, SLO assessments, and other data sources (ST1A-19, #12i). For a description of how program review leads to resource requests to hire probationary faculty, see Standards I.B.5 and III.A.1.

Scheduling. The institution determines appropriate faculty staffing levels by efficiently scheduling classes as determined by student demand in each program. Scheduling begins with a rollover of the courses taught in the comparable previous year term. Deans review access and success data with department chairs to determine if the course should remain or if additional sections should be added. The goal is to have an overall 85 percent fill rate. The College tracks completion of its ESMP strategy to use enrollment data and trends to ensure that all classes are held in appropriate sized classrooms and maximize the use of scheduling time blocks (ST1A-4, Objective 1.1). Faculty are assigned to teach the courses in the schedule, and classes that are not taught by full-time faculty members are taught by adjuncts.

Distance Education. The College schedules DE courses to provide students additional options to receive credits, thereby increasing access and improving the likelihood of degree and certificate completion. Increasing enrollment in online courses suggests unmet demand, and the College has scheduled an increasing amount of courses via DE to meet this demand (ST1A-3, p.11). The College does not hire faculty specifically to teach DE classes, but the number of faculty qualified to teach DE has increased to support the growing number of DE sections. Though the College has staff members that provide ample support to faculty teaching and

students enrolled in DE classes, these staff members also perform other non-DE related duties as assigned.

Standard III.A.8.

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

Orientation
- New adjunct faculty receive a packet from Human Resources that includes information on benefits, support services, calendars, bargaining agreements, retirement, employee services, and evaluation processes, among other topics (ST3A-40a; ST3A-40b)
- The College uses its website to provide relevant information to all faculty, including adjuncts (ST4A-30)
- New adjuncts are invited to Faculty Symposium with specific adjunct breakouts, and they attend mandatory opening day meetings with their department (ST3A-28; ST1B-60a)

Evaluation
- The College has policies in place for the evaluation of adjunct faculty (ST1C-34, p.69)

Professional development
- The College has policies in place for adjunct engagement in professional development (ST1C-34, pp.12, 278)

Analysis and Evaluation:

LACC has a breadth of policies and practices that orient, evaluate, and provide both oversight and professional development to adjunct and part time faculty.

Orientation. The College uses its website to provide relevant information to adjuncts, especially through the Faculty Handbook (ST4A-30). The District distributes copies of the AFT Contract to all new adjunct faculty members as part of the faculty hiring process (ST1C-34, p.6). The Faculty Symposium is open to adjuncts, and as this is the largest annual gathering of faculty in one meeting, it provides opportunities for adjunct faculty to become oriented to and to become integrated into the campus. Some breakout sessions are built in to provide information specifically to adjunct faculty, and participation by adjuncts satisfies professional development obligations (ST1C-34, p.12). Each department has an adjunct faculty representative, who is available to assist new adjuncts.

Oversight. The department chair is responsible for recruiting, selecting, evaluating, and assigning adjunct faculty, and for monitoring their performance (ST1C-34, pp.63, 69-71).

Evaluation. Per contract, adjunct faculty are evaluated in the same manner as full-time faculty (ST1C-34, pp.55, 71). For additional information see Standard III.A.5.

Professional development. For a list of professional development activities, evaluations, and outcomes, including those for adjunct faculty, see Standard III.A.14. Adjunct faculty, including temporary adjuncts and full-time faculty with additional assignments, are obliged to engage in professional development activities equal to half the sum of the standard hours of their fall and spring assignments. Adjuncts are eligible for professional growth funds (ST3A-29). Since 2011, the College has provided funding for 54 adjunct faculty to attend conferences (ST3A-30a). Adjuncts engage in their required professional development activities (ST3A-60a, p.2; ST3A-60b, pp.4; ST3A-60c, p.2; ST3A-60d, p.3; ST3A-60e, p.1).

Year	Percent Adjunct Completion of FLEX requirement
2010-11	63%
2011-12	59%
2012-13	49%
2013-14	90%

The improvement in completion rates in 2009-10 were a result of hiring a staff and organizational development coordinator with release time. The position has been consistently filled since then. The significant improvement in 2013-14 is a result of the College holding faculty accountable who do not complete the flex obligation.

Integration. The department chair is responsible for facilitating strong collegial relationships and teamwork among the department's full and part-time faculty and staff; and for facilitating adherence to applicable professional standards. Adjunct faculty are protected via the AFT Contract in similar ways to full-time faculty, and adjunct faculty have equal access to union representation. Adjuncts have the opportunity to participate in participatory governance. Each department has an adjunct faculty representative, and this representative casts a single vote in any department chair elections (ST1C-34, p.58). Most departments also have course captains and other full-time instructors who offer guidance and workshops to new adjunct faculty. Per contract, adjunct faculty have access to office space that is conducive to fulfilling their job duties (ST1C-34, p.7).

Standard III.A.9.
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard:

Appropriate levels of staff to support the institution
- The College assesses the quality of its staff—needed to support its educational, technological, physical, and administrative operations—through program review (ST1A-14, pp.20-21,39-40)

- Hiring procedures for classified staff are determined by the District Personnel Commission's reviews of requests for classified positions, and these reviews determine sufficiency (ST3A-31)
- The College employs enough IT staff to support its operations (ST1A-11, pp.9-10)
- The College employs enough full-time maintenance and operations staff to meet Level 3 APPA guidelines (ST1A-10, p.5)

Analysis and Evaluation:

Through program review, units assess whether they have a sufficient number of staff to support their operations. Units provide justification for hiring additional staff, and resource requests are prioritized through the standard budget process. If a position is considered a priority and the College has available funding, a request is sent to the District Personnel Commission, which reviews the request to determine sufficiency based on enrollment and other needs.

Currently, classified positions are requested through the traditional program review process, prioritized by College senior staff, and approved for hire by the College president. Starting in the 2016-17 cycle, the Classified Hiring Prioritization subcommittee of the Strategic Planning Committee (SPC) will assess the classified position prioritization process, prioritize requests using an approved rubric, and submit a list to the SPC, College Council, and president for approval (ST3A-2). This process will ensure that classified staff positions are filled in a manner that is consistent with the College's mission and the goals established in the ESMP and program review, as well as ensuring consistency with classified staff contracts (SIEU-Local 99, Supervisory Employees Local 721, AFT Classified Staff Guild 1521A, Building and Construction Trades).

Technology. The College strives to meet state standards for the number of IT staff positions needed to support its size and amount of technology (ST1A-11, pp.9-10). The number of students served per IT classified staff member is slightly higher than industry averages (ST3A-33, p.15). A 2011 District staffing survey revealed a gap in satisfying minimum suggested levels (ST3A-34). The sufficiency of IT staff can in part be seen in the rate of completion of work orders and response times (ST1A-11, pp.7-8).

Physical. The College has a plan to meet comprehensive stewardship maintenance staffing levels (ST1A-2, strategy 4.2.4). As of summer 2015 the College employed 20 full-time maintenance and operations staff, which allows the college to provide Level 3 managed care services to the campus. Based on LACC's assignable square footage of 1,023,019 (2014-15), the College would meet Level 2 comprehensive stewardship (as defined by the Association of Physical Plant Administrators [APPA]) by employing a minimum of 23 full-time maintenance and operations staff.

Appropriate qualifications. Minimum qualifications for staff positions are determined by the District Personnel Commission in consultation with collective bargaining units, and approved by the Board of Trustees.

Standard III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard:

Sufficient numbers
- Funding for administrative positions is determined through a District funding allocation model that provides support based on the FTES of the College (ST3D-81)

Analysis and Evaluation:

Number. The administration consists of academic and classified managers and supervisors. Funding for administrative positions is determined through the District funding allocation model. LACC is considered a medium-sized college as it has between 10-20,000 FTES. In 2014-15, for example, the District funded the positions of the president, Administrative Services VP, Academic Affairs VP, Student Services VP, director of College Facilities, and Institutional Research dean. The number of deans is determined by FTES; in 2014-15, LACC was allocated funding for eight dean positions.

	2013	**2014**	**2015**
President	1	1	1
Vice President	2	3	3
Associate Vice President	1	1	1
Deans	7	6	6
Associate Deans	3	4	4

Qualifications. Minimum qualifications for classified administrator positions are determined by the District Personnel Commission in consultation with collective bargaining units, and approved by the Board of Trustees. Minimum qualifications for academic administrator positions are determined by the District and follow the California Community College Board of Governors policy. For more information, see Standard III.A.1.

Organization. The organization of administrators is determined by the College president in consultation with senior staff, and this organization is based on the College's needs to support the mission and, also, on the availability of funding.

Standard III.A.11.

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

Written personnel policies and procedures
- All personnel policies and procedures are published online:
  - Classified managers, supervisors, crafts, operations, and clerical staff; unclassified (professional experts, recreational) (ST3A-5b)
  - Academic Administrators, full-time and adjunct faculty, unclassified (student workers) (ST3A-37)
- All collective bargaining agreements are published online (ST3A-22)
- The District provides detailed information on performance evaluations, progressive discipline for classified and faculty, and dismissal and termination (ST3A-4)

Personnel hiring and planning at the local level
- The Human Resources Plan was approved through the participatory governance process and posted online (ST1A-10, p.2)
- The new Classified Hiring Prioritization Process was approved through the participatory governance process and posted online (ST3A-2, p.1)
- The Probationary Faculty Hiring Prioritization Process was approved through the participatory governance process and posted online (ST3A-1, p.3)

Fairly, equitably, and consistently administered
- The Board of Trustees has a standing agenda item to review administrative disciplinary actions (ST3A-38, p.2)
- The District's Office for Diversity, Equity, and Inclusion supports College personnel who have concerns regarding fair and equitable treatment, and has detailed processes to handle issues of discrimination (ST3A-39)

Analysis and Evaluation:

Developing and publicizing personnel policies. All personnel policies and procedures adhere to California Education Code, collective bargaining agreements, District Human Resources, and District Personnel Commission regulations. During processing, employees are required to read policies on Child Abuse Identification Notification & Reporting Act (CANRA) and Discrimination/Sexual Harassment (ST3A-40a; ST3A-40b, pp.18-19; ST3A-40c). Also required is an acknowledgement of employment conditions for specially funded programs. The District website includes information on expectations that new hires must perform their duties according to applicable laws, rules, and regulations and by avoiding the appearance of impropriety. State employment laws and job postings are displayed outside the Counseling, Student Services, and Human Resources offices.

Personnel policies are fairly, equitably, and consistently administered. The Personnel Commission administers the merit system of the Los Angeles Community College District. The merit system is a system of principles that guide the personnel management programs of most public jurisdictions in the United States. District Human Resources policy ensures that persons employed in academic positions meet the minimum qualifications prescribed by the Board of Governors of the California Community Colleges as specified in California Education Code § 87400 Employment for Academic Positions. Changes in District hiring processes and policies are discussed at monthly Single Point of Contact (SPOC) meetings. Formal notification of any change is provided to campus leadership, who notify appropriate personnel.

Staff members participate in regular workshops on HR policies and procedures on the campus and through the District Personnel Commission. As part of program review, the Human Resources office has an improvement plan to improve the College website by providing links to existing regulations, policies, handbooks, guides, and manuals. The improvement plan is in progress and has been partially completed by linking to the District Human Resources website (ST3A-41).

Faculty are provided a summary of links to personnel and facilities processes (ST4A-30). Probationary faculty are additionally informed of District and local policies and procedures via the probationary faculty's participation in the New Faculty Academy (ST3A-42).

The majority of employees agree that policies and procedures for hiring employees are strictly followed and that policies and procedures for evaluating employees are strictly followed. Additionally, employees agree that they are treated equitably and with respect (ST1A-19, #12a,b,d).

Standard III.A.12.
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

Policies and practices promoting understanding of equity and diversity issues
- The District promotes equal opportunity through a Board Policy on Affirmative Action (ST3A-16)
- The District has an Office for Diversity, Equity, and Inclusion (ST3A-43)
    - The District sends all employees periodic newsletters that cover topics related to equity and diversity issues (ST3A-44)
    - The District Personnel Commission sends classified staff bulletins of best practices concerning the workplace (ST3A-45)
    - The District Personnel Commission provides information on classified staff career advancement (ST3A-46)
    - The District Personnel Commission sends supervisors bulletins of best practices concerning the workplace (ST3A-47)

- o The District offers an Employee Assistance Program (EAP), providing assistance to employees including counseling (ST3A-48)
- The College promotes understanding of equity through its Student Equity Plan (ST1B-81a; ST1B-81b)

Employment equity record
- The District Office for Diversity, Equity, and Inclusion provides College employee diversity data (ST3A-49)

Analysis and Evaluation:

Policies and practices. The College reviews disaggregated data on all employees by job type. The College has a diverse workforce. The District Personnel Commission provides counseling to all classified personnel as needed.

The College includes an Equal Employment Opportunity Officer (EEO) in hiring processes for all permanent employees. The District provides EEO trainings to staff who participate on hiring committees. The College Personnel Office provides a summary of the non-discrimination and non-harassment LACCD policies to all new employees (ST3A-40b, pp.18-19). Additional information on diversity, equity, and inclusion is available on the District Office for Diversity, Equity, and Inclusion website. The Office provides periodic training and staff development programs to expand employee knowledge and understanding of the underlying principles and goals of the District's commitment to diversity. The College has four Title IX certified investigators who ensure that mandatory Title IX trainings are completed. In 2014-15, 71 employees (100 percent) completed the training. So far this current year, 61 out of 101 employees have completed the training and are certified (ST3A-50). The College has participated in Project Match, which promotes quality instruction and diversity in community college teaching.

A majority of employees agree that human resources policies and practices at LACC clearly demonstrate commitment to equity and diversity (ST1A-19, #12e).

Support for personnel needs. The College provides numerous ongoing professional development activities supporting equity and diversity. See Standard III.A.14.

Action Plan. For the 2016 college level and program review, the College will determine a mechanism to track and analyze the College's employment equity record.

Standard III.A.13.

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

- A District policy outlines the code of ethics including academic rights and responsibilities (ST1C-54, p.4)
- The District has a policy that outlines the procedures used to address issues of prohibited discrimination and harassment (ST1C-39, pp.4-5)
- The Academic Senate has a statement on professional ethics for faculty members (ST1C-47)
- Classified employees are expected to maintain standards of professional conduct and work performance (ST3A-51, p.31)
- Student and unclassified employees are made aware of workplace expectations concerning conduct, confidentiality, and inappropriate conduct, including consequences for violation (ST3A-52, p.9)
- The District has a process for progressive discipline regarding the consequences for behavioral or performance issues. Progressive discipline is used when an employee's work performance or behavior on the job is below the work performance standard (ST3A-4, pp.3-6)

Analysis and Evaluation:

The College follows District and local policies that define professional ethics and the consequences for violation.

The Academic Senate Professional Ethics and Academic Freedom Committee is responsible for establishing, reviewing, and publicizing policies and guidelines regulating the ethical conduct of faculty and issues of academic freedom. The committee considers, studies, and makes recommendations to the Academic Senate concerning complaints by members of the faculty or the administration regarding the professional conduct of individual faculty members, and concerning infringements on academic freedom (ST4A-8, p.4). The statement on professional ethics for faculty members was written in 1999 and updated in fall 2015 (ST3A-53; ST1C-47).

The employee evaluation process provides the opportunity to review an employee's performance and the employee's adherence to the professional ethical obligations of the employee's position. For a description of evaluations for all employees, see Standard III.A.5. Violation of ethics policies are handled through the progressive discipline process. The steps include oral warning, written warning, letter-of-reprimand or notice of unsatisfactory service, unpaid suspension, demotion, and dismissal.

Standard III.A.14.

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

Planning and providing professional development
- The Staff and Organizational Development Committee oversees the campus professional development program (ST3A-54)
- The Professional Development Committee makes recommendations to the Senate on policies for faculty professional development activities, and it plans faculty professional development activities including opening Faculty Symposium in the fall (ST4A-8, pp.4-5)
- The College has an ongoing Staff and Organizational Development Plan, which includes action plans in support of the ESMP and supports other College plans including the SSSP, Student Equity Plan, Achieving the Dream initiatives, and Basic Skills Plan (ST1A-12)
- The College defines faculty professional development obligations and approved activities (ST3A-55, pp.5-7)
- The College submits annual plans for professional development activities to the State Chancellor's Office (ST3A-56)

Opportunities for professional development
- The College tracks and adversities its professional development programs (ST3A-57; ST4B-14)
- The College provides ongoing professional development programs that support leadership, pedagogy and methodology, technology, use of data, and equity and cultural responsiveness (ST3A-58)
- The primary professional development activity for faculty is the Faculty Symposium; full-time faculty are required to attend and adjunct faculty are encouraged to attend (ST1B-60a)
- The College provides funding for faculty, staff, and administrators to attend conferences (ST3A-30a; ST3A-30b)
- The Teaching Learning Center provides trainings and workshops for all personnel, with a focus on technology needs (ST3A-59)

Evaluation of professional development activities
- The College compiles faculty completion of required professional development activities (ST3A-60a; ST3A-60b; ST3A-60c; ST3A-60d; ST3A-60e)
- The College uses satisfaction survey results to plan activities based on need (ST3A-63; ST3A-69)

- Any employee receiving funding to attend conferences needs to submit a Conference Attendance Reporting Form (ST3A-62)
- The College has an online system for tracking professional growth funding used for professional development (ST3A-70)
- Faculty professional development activities are assessed through Flex Reporting Forms (ST3A-72a; ST3A-72b)
- Activities for all employees are assessed through an online professional development satisfaction survey (ST3A-63)

Use of results
- As part of the development of the new Staff and Organizational Development Plan, the College assesses progress towards past planning objectives (ST1A-12, pp.3-10)
- Professional development action plans in the ESMP are assessed annually by the Staff and Organizational Development Committee (ST1A-4)
- Staff and Organizational Development outcomes are assessed annually as part of annual assessments (ST3A-71)

Analysis and Evaluation:

Programs offered. All personnel have opportunities for professional development. Full-time faculty are required to complete 33.5 hours of professional development; adjunct faculty also have a professional development obligation (ST1C-34, pp.12-13). New faculty are required to participate in the New Faculty Academy. Full-time and adjunct faculty qualify for conference and tuition funding. Since 2011, the College has provided funding for 138 full-time and 54 adjunct faculty members to attend conferences. Faculty gain leadership skills in the New Faculty Academy, Academic Senate retreats, ASCCC Plenary Sessions, FTLACC, ACCJC accreditation workshops and trainings, and ASCCC institutes, among others. Staff engage in the Classified Staff Symposium, SSSP, EOPS, CalWORKs, and Student Equity trainings, and participate in Region 7 trainings, among others. Professional development for administrators occurs primarily through conference attendance as well. (ST3A-58; ST3A-30a; ST3A-30b)

As part of its Book Program, each year the College chooses a theme or book, and develops a series of supporting events. In the past few years, the College has offered between four to eight events with between 600-1,500 participants (ST2A-57). These events are designed to foster equity and cultural responsiveness, and provide a unique opportunity for faculty, staff, administrators, and students to engage in dialogue.

Professional development is supported on campus in the Teaching Learning Center (TLC), which provides faculty and staff with training and technical assistance to support instruction, with an emphasis on using technology to increase teaching effectiveness and student learning (ST3A-59). The TLC provides assistance and training in the use of computer hardware and peripheral devices, with an emphasis on supporting classroom instruction and software training. The TLC also supports the College's DE offerings; such support includes providing assistance for faculty completing the required CMS training and online pedagogy course.

Identification of needs. Faculty indicate which activities they want the College to provide through the online faculty symposium and Flex activity surveys (ST3A-61a; ST3A-63). The College recently developed a classified staff survey (ST3A-64).

Processes to address needs. The Staff and Organizational Development Committee creates and oversees the Staff and Organizational Development Plan, and the committee provides supporting action plans to help the College meet the goals of the ESMP (ST1A-12). The committee reviews survey results to develop activities for all employees. The Faculty Professional Development Committee reviews survey results to develop professional development activities specifically for faculty. The Professional Growth Committee oversees the process for professional conference and tuition reimbursement and tracks the outcomes of those activities (ST3A-65).

Evaluation of activities. Professional development is systematically evaluated using annual campus climate survey results (ST1A-19, #12), conference attendance forms (ST3A-62), and annual Faculty Symposium surveys (ST3A-61a). Future plans are based on an analysis of outcomes from previous plans (ST1A-12, pp.4-9).

Full-time and adjunct faculty basic and comprehensive evaluations include whether the faculty member fulfills professional development responsibilities (ST1C-34, p.278). Completion of mandatory flex requirements has increased dramatically since 2008-09. In 2010, 80 percent of full-time faculty completed these requirements; in 2014, 98 percent did so. In 2011, 63 percent of adjuncts completed these requirements; in 2014, 90 percent did so (ST1A-12, p.9). The drastic improvement in flex completion rates in 2009-10 was a result of hiring a staff and organizational development coordinator with release time. The position has been consistently filled since then. The significant improvement in 2013-14 is a result of the College holding faculty who do not complete the flex obligation more accountable. As part of the 2012 comprehensive program review, units were asked to review professional development completion measures and design improvement plans as necessary (ST3A-67, p.5). A majority of employees agree that the College has provided sufficient support and training in SLOs and assessment, and that it has provided adequate opportunities for continued professional development; a majority of employees also agree that the members of their department or program stay current in their fields of expertise (ST1A-19, #7h, 12f,g).

Impact and evaluation of improvement. Faculty are completing their required professional development activities (ST3A-60a; ST3A-60b; ST3A-60c; ST3A-60d, ST3A-60e). Starting fall 2016, the College will use its updated flex reporting form that includes a description of how the activities led to improved teaching and learning. Outcomes of conference attendance, including information learned and how it was disseminated to others, is documented in post-conference attendance forms (ST3A-62). Faculty attending the Faculty Symposium complete a post-event survey, and the results are used by the Professional Development Committee to improve offerings (ST3A-61a). Assessment of Staff and Organizational Development committee outcomes is done through an annual assessment (ST3A-71).

For the College strategic plan for improvements in professional development, see the Staff and Organizational Development Plan 2015-2020 (ST1A-12, pp.3-4).

Distance Education. The College requires that all DE faculty be certified on the Course Management System (CMS) and have completed distance learning pedagogy training (ST1B-55, pp.7-9). Faculty may use distance learning training hours as part of their professional development obligation (ST1C-34, p.149). The Staff and Organizational Development Committee includes the director of the Teaching Learning Center, who provides input on faculty technical support matters.

Quality Focus Essay Plan. By 2017, the College will provide additional targeted professional development for faculty through online orientation and training activities to support faculty familiarity with and participation in the First Year Experience and City Pathways programs. (Supports action project objective 2.2.)

Standard III.A.15.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard:

- Per District Board Rule, the employment records of all employees shall be established and maintained by the Division of Human Resources (ST3A-25, p.2)
- The College Human Resources office website includes information on how to access employee records (ST3A-68, p.1)

Analysis and Evaluation:

Provisions for keeping personnel records secure and confidential. In compliance with Board Rule, the College does not permanently keep personnel records. All personnel records (evaluations, hiring packet, formal discipline actions, U-notices, employee responses to formal actions or evaluations) are stored at the District, which complies with California Education Code Section 44031(a)–Personnel Files. Employment history is maintained electronically, accessible only by employees in the Personnel and Payroll offices. Personnel records in the form of applications and forms submitted by the employee are scanned and sent to the District, with hard copies sent to the District for storage.

Accessing records. Employees may make an appointment with the District Division of Human Resources to view their personnel records.

Evidence List for Standard III.A.

ST3A-1 Faculty Hiring Prioritization Policy
ST3A-1b Senate Resolution 24 Fa15 HPC Faculty Hiring Report
ST3A-1c Fa15 Faculty Hiring Request Form
ST3A-2 Classified Staff Position Prioritization Process
ST3A-3 Minimum Qualifications for Faculty and Administrators in California Community Colleges
ST3A-4 Employer-Employee Relations Handbook
ST3A-5a LACCD Personnel Commission
ST3A-5b Personnel Commission Laws & Rules
ST3A-6 HR-120
ST3A-7 HR-121
ST3A-8 HR-100
ST3A-9a Hiring a Regular Classified Employee
ST3A-9b Hiring a Temporary Classified Employee
ST3A-10 HR-110: Academic Administrator Selection
ST3A-11 HR-101: Faculty Equivalency Process
ST3A-14 Verification of Experience Form
ST3A-15a Vice President Evaluation Template
ST3A-15b President Evaluation Template
ST3A-16 Board Rules, Chapter X, Article XIII
ST3A-17 Alphabetical Listing of Job Classifications
ST3A-18a 2015 Mandatory Faculty Hiring Training Presentation
ST3A-18b Hiring Training documents spring 2015
ST3A-20 Notification of Adjunct Faculty Selection Form
ST3A-21 Provisional Equivalency Form
ST3A-22 District website with links to all contracts
ST3A-23 PC Law and Rule 702: Performance evaluations for classified employees
ST3A-24 Links to Evaluations for all College Employees
ST3A-25 LACCD Board Rules, Chapter X, Article I
ST3A-26 Academic Administrator Teamster's Evaluation Template
ST3A-27 F15 FT Faculty Hires
ST3A-28 2014 Faculty Symposium Program
ST3A-29 Guidelines on Conference and Tuition Reimbursement
ST3A-30a Professional Growth Conference and Tuition Summary 2011-15
ST3A-30b Conferences Attended by Administration 2012-2015
ST3A-31 Commission Webpage
ST3A-33 October 23, 2013 District Technology Council presentation to Board of Trustees
ST3A-34 LACCD College Technology Staffing Survey, January 2011
ST3A-36 LACCD Employment Opportunities Webpage
ST3A-37 HR Guides
ST3A-38 Sample Board of Trustees Agenda Sept 2 2015
ST3A-39 Discrimination Webpage
ST3A-40a New Employee Forms and Information

Standard III.B. Physical Resources

Standard III.B.1.
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard:

Safety and Security
- The College follows safety and security plans and procedures (ST3B-2; ST3B-3)
- The District contracts with the Los Angeles County Sheriff's Department for security and the College makes available crime statistics and posts emergency procedures (ST3B-4)

Construction and Maintenance
- New construction and modernization is determined by a facilities master plan (ST3B-5)
- The College uses a computerized maintenance management system (CMMS) to track completion of facilities work order service requests (ST3B-6)

Analysis and Evaluation:

Access to facilities. The College offers courses, programs, and learning support services at its location at 855 N. Vermont Avenue, Los Angeles, CA 90029 (ST3B-18). As of the 2014-15 academic year, the College facility encompasses 1,023,019 gross square feet, of which 559,654 is assignable square footage used for lecture, lab, and office space (ST3B-7). The College provides approximately 2,000 parking spaces for students, staff, and visitors (ST3B-8).

Safety. All College managers receive information on College emergency plans and procedures, also available on the College website (ST3B-2). The College has identified procedures for emergency events and responses in accordance with federal and state guidelines to meet current industry standards (ST3B-3). The College provides routine safety training that includes earthquake, fire, and active shooter drills. The College shares the results of safety surveys (ST3B-1c). College buildings each have a building captain and floor warden to assist with evacuation in the event of an emergency. The College also uses the Blackboard Connect system to provide mass email/text/phone notifications to faculty, staff, and students in the event of an emergency, and has a Blue Light talk-a-phone system in place in two of its parking lots. Campus wide installation of these emergency Blue Phones are part of the current building project. Panic buttons are also installed in select campus offices, which send a direct alert to the Sheriff's Office. There are six Automated External Defibrillator (AED) units located strategically on campus, and AED and Cardiopulmonary Resuscitation (CPR) training classes are available for faculty and staff. Maintenance and operations staff participate in required safety training to operate equipment.

Security. The District contracts with the Los Angeles County Sheriff's Department for security. Sheriffs provide daily video monitoring, escort services, and patrolling of the campus grounds and parking lots. The unit consists of a team leader, two deputy sheriffs, and ten sheriff security officers. Approximately 15 student cadets assist with parking enforcement and escort services (ST3B-9). Members of the Sheriff's Department also assist the College by participating and serving as leads when needed for the following safety teams:

- Emergency Response Team: oversees the emergency operation plan, arranges drills
- Threat Assessment Team: provides assessment and services for high risk students
- Behavioral Intervention Team: resources for low risk students
- Sexual Violence Response Team: resources for victims

The College meets Clery Act requirements and posts annual crime statistics (ST3B-10; ST3B-4).

Construction. College construction follows a facilities master plan (ST3B-5). (For a list of recent construction projects, see Section I: Introduction). All construction and modernization adheres to the Division of the State Architect health and safety standards and all American Disability Act (ADA) requirements (ST3B-11). Prior to opening a building, there must be established paths of travel from all areas of the campus.

Maintenance. In addition to Bond projects, the College completes other large maintenance projects using state-deferred scheduled maintenance funding when available. The director of College Facilities is responsible for maintenance. In 2014-15 the facilities unit consisted of approximately 59 staff, including the director of College Facilities, an administrative aide, a senior office assistant, a general foreman, an operations manager, 20 building and trades personnel, and 34 custodial staff. Staff are responsible for the recurring and scheduled maintenance on all buildings; they do not provide maintenance to offsite locations (ST3B-12; ST3B-13). In support of ESMP strategy 4.2.4, the College has a plan to meet comprehensive stewardship maintenance staffing levels. The current 20 full-time maintenance staff allows the College to provide Association of Physical Plant Administrators (APPA) Level 3 managed care services. The College recognizes that this level of service reduces its ability to respond timely to maintenance requests and provide preventative maintenance activities to reduce the number of system failures. Based on the assignable square footage the College will meet Level 2 comprehensive stewardship by employing a minimum of 23 full-time maintenance and operations staff (ST1A-10, p.5).

The College uses a computerized maintenance management system (CMMS) that allows users to submit work order requests for service (ST3B-14). The system provides reminders and tracks completion of preventative and deferred maintenance. The College is compliant with ADA regulations and has an ADA compliance officer (ST3B-15). All buildings meet Occupational Safety and Health Administration (OSHA) guidelines. The College also posts all required health and safety notifications.

Off-site facilities. The College does not have satellite campuses. The College offers dual enrollment sections at local high schools and partners with community based organizations (CBOs), parent centers of area K-12 schools, and Worksource/FamilySource Centers to offer noncredit courses at offsite locations throughout the community (ST3B-16; ST3B-17). Staff

employed by the Los Angeles Unified School District, City of Los Angeles Parks and Recreation Department, or the partner organizations maintain these off-site locations. The memorandum of understanding with partner sites includes language specifying that classes shall be conducted in secure classroom facilities satisfactory to the District and that student support services such as SSSP services will be provided to off-campus students (ST3B-26, p.8).

Distance Education. The College currently offers approximately seven percent of its course offerings in DE format (ST1A-3, p.11). The College provides DE faculty members with the same sufficient instructional and technical support for the delivery of instruction as for traditional faculty. Support includes office space, a work desk and storage, training for online course instruction, classroom keys, a computer, Internet access, and access to copying facilities (ST1C-34, p.7). The Teaching Learning Center (TLC) provides equipment and support for faculty in online course development and maintenance. The two employees, who staff the TLC, are trained to help both faculty and students encountering issues or requesting help in the distance learning environment. In addition, the College's online Course Management System, Etudes, also provides assistance to end users who need assistance.

The quality of DE equipment and facilities is assessed through unit program review by those departments who offer DE courses and the Information Technology unit. As part of program review, units identify equipment and facilities needs to support DE courses. (For a description of program review, see Standard I.B.5). The Distance Education Plan supports College efforts to ensure that campus facilities support the priorities of student learning and success, ESMP Objective 4.2 (ST1A-3, p.9).

Action Plan. The College will attempt to meet APPA Level 2 comprehensive stewardship by employing a minimum of 23 full-time maintenance and operations staff by the completion of the ESMP in 2020.

Standard III.B.2.
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard:

Assessment of physical resources
- The College plans for the effective utilization and quality of its physical resources (ST3B-5; ST1B-98)
- The College assesses the adequacy of its physical resources through outcomes assessment, comprehensive and annual program review (ST1B-1; ST3B-20a; ST3B-20b), and the participatory governance structure (ST4A-37; ST3B-21)

Analysis and Evaluation:

Planning. The College plans, builds, upgrades, or replaces facilities consistent with the needs specified in its Educational and Strategic Master Plan (ESMP) and Facilities Master Plan, and in a manner that ensures the effective utilization of its limited space. ESMP objective 4.2 is to ensure that campus facilities and technology do support the priorities of student learning and success. In support of the ESMP, the Facilities Planning Committee has oversight of the Facilities Master Plan, which serves as the blueprint for construction and improvements. The Facilities Planning Committee tracks progress towards completion of ESMP objectives (ST1A-4). Current construction projects that have been approved, and which are still awaiting construction pursuant to the existing plan include the Central Plant upgrade and DaVinci Hall, and Cesar Chavez modernizations (ST3B-5).

In some areas, the College has capacity load ratios that reflect an underutilization of the existing facilities. Through a review and update of the Facilities Master Plan in spring 2016, the College will assess and realign the use of buildings to effectively use available space in order to accommodate future programs, services, and growth. The revised Facilities Master Plan will provide guidance for future construction and modernization projects on the campus.

Information provided from department and unit program reviews, demographic data from the surrounding community, information on anticipated student growth and demand, the analysis of facility capacity load ratios, and an annual facilities, maintenance, and operations survey, help provide the College with the data needed to plan for future facility and equipment needs for instructional and non-instructional programs and services (ST1A-7). This data was used to develop the goals and objectives of the ESMP and the Facilities Master Plan. A similar review of data will inform the revising of the Facilities Master Plan in spring 2016.

All College construction is aligned with the District's Bond Master Plan—funded through Measures A, AA, and J—which has guided new construction and modernization projects since 2001. A District Bond moratorium in 2011 and a drop in enrollment resulted in the College being at 140 percent of its capacity load in lecture space. (Capacity load is calculated on space usage throughout the day. Student demands are primarily in the morning or evening from Monday through Thursday. Although the College offers classes in the afternoons and Fridays, only a few have proven popular and efficient.) Through the governance process, the College adjusted the allocation of Bond funding for construction, resulting in the cancellation of two construction projects and a reduction in the scope of several other projects.

Program review. Program review data guides the annual resource allocation process for instructional equipment. Equipment replacement, and in some cases maintenance needs, that are reflected in program review updates are forwarded from each division (Academic Affairs, Administrative Services, and Student Services) to the Budget Committee, which submits a prioritized list of needs that are eventually forwarded to the president based on alignment with ESMP goals and objectives. Items on this list are mostly funded based on the amount of state block grant funding received by the College. For the past two fiscal years, the College has

provided funding to meet nearly all of its instructional equipment requests (ST1B-94a; ST1B-94b).

Administration and governance. The maintenance of facility and other physical resources falls under the supervision of the vice president of Administrative Services, who provides guidance and direction with facilities planning, the prioritizing of scheduled maintenance projects, the budget, and staffing needs. Facilities management assesses service outcomes (ST3B-19) and participates in program review (ST3B-20a; ST3B-20b).

The Facilities Planning Committee is responsible for the review and revision of the Facilities Master Plan, campus scheduled maintenance, all capital construction projects, the campus landscape plan, facilities usage policies, and facility matters related to emergency planning, disaster preparedness, and safety (ST4A-37). Regular Facilities Committee reports are made to College Council. As part of its annual assessment the committee documents actions taken to support the Facilities Master Plan (ST3B-23). The Work Environment Committee recommends policy and monitors all work environment matters (ST3B-21). Regular committee reports are presented to the AFT 1521 chapter meetings and upon request to the Academic Senate.

Distance Education. The College uses program review to determine equipment needed to support its DE course offerings. As part of learning outcomes assessment and program review, units can submit resource requests for equipment to support DE courses. The College does not dedicate equipment for sole use in supporting DE courses. Any equipment needed for DE courses is shared with other college uses.

Action Plan. The College will review and update the Facilities Master Plan starting in spring 2016, including a review of program and service needs for equipment to support DE course offerings.

Standard III.B.3.
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard:

Assessments of facilities
- The College assesses physical resource use annually through reports that track space inventory and assess capacity/load ratios (ST3B-7)
- Other data used in physical resource assessment include, program reviews, student surveys (ST1A-28), campus climate surveys (ST1A-19), and CMMS work order system reports (ST3B-6)

Analysis and Evaluation:

Assessment of facilities. To ensure the effectiveness of the use of its physical resources, the College uses data from the Facilities Utilization and Space Inventory Options Net (FUSION) to review space inventory and assess capacity/load ratios. This process assists the College in identifying where more space is needed or where to reduce space. Annual FUSION reports are used to guide deferred maintenance projects and determine the efficiency of room use. The information is critical to the update of the College Five Year Capital Outlay Plan and will be instrumental in the development of a new Facilities Master Plan.

Facilities maintenance and custodial services planning also occurs through the integrated planning process. Unit planning objectives are aligned with the ESMP and include action plans to accomplish the objectives. Unit planning objectives have associated measures and are assessed annually as part of program review. This process allows the unit to determine the feasibility and effectiveness of physical resources and to identify facilities, equipment, and maintenance needs.

The College also uses the results from the District student survey and the annual Administrative Services survey to review the use of physical resources, assess the condition of the facilities and general upkeep, and address perceived service issues with facilities and maintenance. Results are shared with facilities and maintenance managers, and discussions with the vice president of Administrative Services are held to address concerns, set annual goals for improvement, and make plans for needed maintenance and equipment. The data are assessed in program review, which guides the resource request process.

Preventative maintenance issues—which include lighting, plumbing, HVAC, and general cleanliness—are tracked through the CMMS work order system. The system provides the unit with reminders on the life expectancy of equipment and needs for replacement, and helps the unit allocate staff hours for projects and prioritize requests, with highest priority given to requests that pose health and safety risks. The system also tracks the status of each work order request. The operations manager, director of Facilities, and general foreman review CMMS reports monthly. Facilities and maintenance managers use the CMMS reports, survey results, and program review outcomes to prioritize maintenance projects (ST3B-24).

Campus climate survey results indicate a concern among employees as to whether the College is providing a safe, secure, and healthful learning and working environment. There are also concerns regarding the maintenance of facilities and whether the College is evaluating the use of facilities and making needed improvements. To address these concerns, starting in 2014-15, Administrative Services began issuing an annual survey to obtain input from faculty, staff, and students on the services provided by the division, including Facilities and the Sheriff's Department (ST3B-1a; ST3B-1b). The data obtained from these surveys are used as part of the program review process for each unit and help establish goals and benchmarks for the ensuing year. Review of goals and benchmarks are reviewed at the end of each year with the respective managers and the vice president of Administrative Services to highlight progress or determine if any additional adjustments are required to improve unit outcomes.

Distance Education. Equipment and facilities used to support DE courses are evaluated annually in the same way as traditional programs, through outcomes assessments, program review, and review of progress toward ESMP objectives.

Standard III.B.4.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Starting in 2001 the District had an unprecedented Bond program allowing it to renovate existing facilities and build new ones to current standards. Three separate bonds were issued from 2001 to 2008 for a combined total of $5.7 billion, resulting in funding for over 600 new construction and renovation projects for all nine colleges and the Educational Services Center (ESC). The District's long-range capital plans support each college's institutional improvement goals and include total cost of ownership projections for new facilities and equipment.

Evidence of Meeting the Standard

- The October 2011 Master Building Program Budget Plan laid the foundation for an integrated planning and budgeting process driven by each of the nine colleges' Educational Master Plans. These Educational Master Plans served as the basis for development of the colleges' Facility Master Plans, each of which addressed the long-term, often 20-25 year, building and infrastructure needs of the applicable college. (ST3B-27, p.ii-vii)
- The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. In January 2012, the Review Panel concluded that "*...overall, the Building Program has achieved a good level of success in that a substantial majority of the projects have been successfully completed—compared to the projects experiencing problems (e.g., cost or time overruns, sunk-costs and re-design, litigation, etc.)[;] ...the Building Program has the potential to achieve the Program's goals within the funds provided.*" (ST3B-28, p.7)
- The Review Panel recommended that "…*with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District's budgeted operating costs for maintenance and operations (M&O), capital renewal, and staffing.*" (ST3B-29, p.38)
- In March 2013, the District developed a comprehensive plan for total cost of ownership which identified total cost of ownership elements, reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization (ST3B-39).
- The District's April 2013 Special Report to the ACCJC addressed the Total Cost of Ownership (TCO) issue raised in the LACCD Bond Audit issued by the State Controller. The report clearly and systematically demonstrated the District's consideration of TCO. The District defined the Total Cost of Ownership elements as (1) acquisition, (2) daily maintenance, (3) periodic maintenance, (4) utility costs, (5) capital renewal costs, and (6) end-of-life costs to inform its decision-making about facilities and equipment (ST3B-31; ST3B-32; ST3B-33).

- The District continues to research maintenance and operations (M&O) costs to identify more cost-effective and cost-savings measures for adoption, which would, in turn, reduce TCO. Examples include the District Technology Implementation Strategy Plan; the Connect LACCD Project; the Facilities Lifecycle and Custodial and Building Maintenance Analysis; the Custodial Services Enhancement Program; and the Districtwide Energy Measurement and Demand Response Analysis (ST3B-34; ST3B-35; ST3B-36; ST3B-37; ST3B-38).
- In April 2014, the Board approved the Facilities Master Planning & Oversight Committee's (FMPOC) resolution to "Affirm its Commitment to Protect Capital Investments through Understanding and Management of Total Cost of Ownership" to ensure this policy guides the District's long-range planning. (ST3B-39)
- The Board, at the recommendation of FMPOC, has implanted an incremental approach to the Connect LACCD Project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use of statistics are routinely reviewed and evaluated as a part of the Total Cost of Ownership. (ST3B-40; ST3B-41)

Analysis and Evaluation

Propositions A and AA and Measure J gave the District unprecedented funding, but also required an unanticipated level of planning and oversight. Total cost of ownership issues raised in 2012 have been resolved, and as a result the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The Board's April 2014 passage of a resolution related to Total Cost of Ownership demonstrates its ongoing commitment to controlling and reducing these costs for the benefit of the District and students.

Evidence List for Standard III.B.

ST3B-1a Administrative Services Survey 2015
ST3B-1b Administrative Services Survey 2014
ST3B-1c Campus Safety Survey Results Discussion Dec 2 2015
ST3B-2 LACC Emergency Plan and Procedures
ST3B-3 Emergency Operations Plan Vol. 1
ST3B-4 Safety and Security Webpage
ST3B-5 Facilities Master Plan
ST3B-6 Closed Work Orders LACC 2014-15
ST3B-7 Space Inventory Summary 2014-15
ST3B-8 Available Parking 2015
ST3B-9 Escort Services Webpage
ST3B-10 2014 Annual Security Report
ST3B-11 LACCD ADA Standards
ST3B-12 Operations Staffing Map
ST3B-13 Custodial Operations Report and Summary
ST3B-14 Computerized Maintenance Management System
ST3B-15 ADA Information
ST3B-16 Off Campus Courses Fall 2015
ST3B-17 Noncredit Off Campus Courses 2014-15
ST3B-18 Campus Map
ST3B-19 Facilities Maintenance Unit Outcomes
ST3B-20a Facilities Maintenance and Custodial Services 2014 Program Review
ST3B-20b Facilities Maintenance and Custodial Services 2013 Unit Plan
ST3B-21 2015-16 Work Environment Committee Operating Agreement
ST3B-23 Facilities Planning Committee Annual Assessment 2014-15
ST3B-24 Maintenance Project Proposals 2015-16
ST3B-25 Etudes Contract
ST3B-26 Noncredit MOU Template
ST3B-27 LACCD Master Building Program Budget Plan, 10/19/11, p. ii-vii
ST3B-28 Independent Review Panel Report, 1/4/12, p. 7
ST3B-29 Independent Review Panel Report, 1/4/12, p. 38
ST3B-30 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13
ST3B-31 Accreditation Special Report, LACCD, 4/1/13
ST3B-32 FMPOC Meeting Minutes, 3/26/14
ST3B-33 Total Cost of Ownership presentation, 3/26/14
ST3B-34 Technology Implementation Plan, 4/17/13
ST3B-35 Connect LACCD Feasibility Report, 6/16/14
ST3B-36 Facilities Lifecycle Review and Custodial and Building Maintenance Analysis, 5/28/14
ST3B-37 Custodial Services Enhancement Program, 7/23/14
ST3B-38 Districtwide Energy Measurement and Demand Response PowerPoint, 10/22/14
ST3B-39 Board Minutes, 4/30/14
ST3B-40 Board Agenda, 7/9/14
ST3B-41 Board Agenda, 4/15/15

Standard III.C. Technology Resources

Standard III.C.1.
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

Appropriateness and adequacy of technology
- The College plans its short and long-term technology resource needs (ST1A-11)
- The College uses the program review process to identify unit technology needs. See Standard I.B.5.
- The College keeps an inventory of all existing technology equipment and infrastructure (ST3C-1) and has a plan for replacing that technology (ST1A-11, p.16)

Analysis and Evaluation:

Appropriateness and adequacy of technology. The College has sufficient technology to support its faculty, administration, staff, and students. The College currently has 2,001 computers accessible by students and 864 designated for faculty and staff. Students have access to computers in 73 labs that are staffed by eight FTE instructional assistants. The Library and Student Union have open labs for all students. The College utilizes Office 365 with email, storage, and web apps to facilitate communication. The College provides software for all employees including Microsoft Office and Adobe Suite. The College provides professional support through Information Technology Services, departmental labs, the Teaching Learning Center (TLC), and the Instructional Multimedia Center.

The IT Department supports the College in making decisions about technology services, facilities, hardware, and software. IT staff continually review high-quality and reliable industry standard providers that are within the budget and make recommendations to the vice president of Administrative Services. The IT Department has oversight of the replacement of technology to address the management, maintenance, and operations of technology infrastructure and equipment (ST1A-11, p.16). The College employs eight IT staff. Since 2013, the College has used its inventory to replace 500 computers in classrooms and offices. Replacement selections were based on the age of the computers. A majority of employees agree that technology resources are available to help students and faculty meet their learning needs (ST1A-19, #14a,b).

Two staff members in the TLC provide training and support for both faculty and staff in the use of technology. The TLC provides all employees access to computers and laptops. The Instructional Multimedia Center provides technology to faculty for classroom instruction and houses the copy center. An overwhelming majority of students agree that instructors adequately use available technology in and out of the classroom (ST1A-28, p.13, #21m).

The Bond projects have allowed the College to make significant improvements in its technology infrastructure. The IT Manager is a member of all Bond projects, attends facilities PMO meetings, and is a resource on the Bond Steering Committee. In the past few years, the College has used the Bond funds to upgrade systems including network storage, high-end physical servers, and virtual software. A majority of students agree that College equipment and labs are adequate and up-to-date. An even higher percentage of students agree that the College's Wi-Fi is accessible and secure (ST1A-28, p.13,19, #21n,27e). Due to passage of the various bonds, all new and modernized buildings now have wireless so that 80-85 percent of the campus now has wireless coverage. The College has technology standards that provide guidance and the minimum requirements for all areas of IT (ST3C-2). These standards are included with the bid package for all construction projects, which ensures that all new and modernized buildings have an adequate level of infrastructure to provide the requisite level of services for students, faculty, and staff.

Identification of technology needs. The College regularly reviews its technology resources using an analysis of inventory, surveys, technology work-order summary reports, and A-63 reports related to technology. The Technology Steering Committee evaluates data as part of its role as the body that oversees the application of technology towards the realization of the ESMP (ST3C-3). The committee creates and oversees the Technology Resources Plan, which provides supporting strategies to the objectives outlined in the ESMP. The Technology Resources Plan includes an assessment of the previous technology plan, assesses trends and current technology resource levels, and identifies the goals for the next cycle in support of the ESMP (ST1A-11, pp.2-6). The Technology Steering Committee uses the results of annual program review to help assess progress made toward the technology goals of the ESMP (ST1B-93b, pp.40-41).

The Technology Steering Committee also serves as a resource for technology services, facilities, hardware, and software needed by all divisions, units, and programs, and is the advisory committee to the Information Technology Department. With support from the District Technology Council, the Technology Steering Committee reviews industry standards and best practices to support College technology services, facilities, hardware, and software needs. The committee reviews Help Desk activity reports, surveys, and professional development needs to identify trends and develop plans (ST1A-11, pp.6-9). Per the faculty contract, the College must provide instructional supplies, materials, reprographic services, multimedia, and computer services to all faculty in a manner that meets their instructional needs (ST1C-34, p.8).

Evaluation and distribution of technology. The College evaluates its technology resources through the program review process. All College units—including management and operations, academic programs, teaching and learning, and support services—participate in program review, resulting in unit planning objectives that may include supporting requests for technology (ST1A-23, p.2; ST3C-4). The College uses the results of program review to make decisions about use and distribution of its technology resources. The Information Technology unit completes an annual program review (ST3C-5; ST3C-6). As part of program review, the College uses data to help identify technology needs and evaluate effectiveness (ST1A-19, #14; ST2B-34, #23i, 25f; ST3B-1a; ST3B-1b). The College uses an online Help Desk to track technology work orders. All

1,500 work orders requested in 2014-15 were completed. Most employees are satisfied with the timeliness and quality of IT support and maintenance (ST1A-19, #14e).

Distance Education. Technology infrastructure is sufficient to maintain and sustain DE offerings. The College has a service level agreement to ensure the reliability of internet connectivity. The course management system is housed off-site and the Teaching Learning Center provides account support. The College has a formal contract with Etudes to provide support for DE courses. The contract specifies that Etudes is responsible for hosting, backup, monitoring, upgrades, and faculty support (ST3B-25). Faculty teaching DE courses are required to take training on the course management system and pedagogy (ST1B-55, p.7). A majority of DE instructors are satisfied with the amount and quality of training they received for their DE class. A majority agrees that technology resources help DE students meet their learning needs. (ST1A-19, #15a,b)

All DE courses are assessed in the same manner as traditional courses. Units offering DE courses assess effectiveness and determine technology needs using the traditional program review and resource request process.

Quality Focus Essay Plan. To improve the College's management and operational functions towards meeting enrollment management targets, the College will utilize room scheduling software by spring 2016. (Supports action project objective 1.4.)

Standard III.C.2.
The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

Plans relating to technology
- As part of its six-year Educational and Strategic Master Plan, the College ensures that campus facilities and technology do support student learning and success (ST1A-2, Objective 4.2)
    - 4.2.1: The College will ensure that accessible technology is functioning and available
    - 4.2.2: Information Services will regularly report on technology projects and their status to the Technology Steering Committee
    - 4.2.3: The College will provide students with adequate access to the computers, networks, and connectivity that are required for students to achieve their academic goals, complete classroom assignments, and accomplish SLOs
- The Technology Resources Plan includes action plans to support the technology objectives of the ESMP (ST1A-11, pp.7-9)

Updating and replacing technology
- The Information Technology unit delivers technical leadership, resources, and services to students, faculty and staff in support of the mission (ST3C-7)
- Through the Bond program the College has upgraded technology in new and modernized buildings. As part of all new Bond projects and College maintenance, the College follows IT standards (ST3C-8; ST3C-9; ST3C-10)
- The College has a technology refresh cycle (ST3C-11)
- The College uses the program review process to identify technology that needs to be updated and replaced. For a description of program review, see Standard I.B.5.

Analysis and Evaluation:

Technology decisions based on College and program review. The College has a clearly defined governance and integrated planning process that includes a review of technology (ST1A-14, pp.10, 20-21). The Technology Steering Committee, a standing subcommittee of the Strategic Planning Committee (SPC), plans and coordinates the application of technology to the execution of the ESMP; serves as a resource on technology related issues for all divisions, units, and programs; and serves as the advisory committee to the IT Department (ST3C-3). The committee also oversees completion of the Technology Resources Plan, which describes the planning procedures towards developing the College's short- and long-term technology resources needs. The plan aligns with the LACCD Technology Strategic Plan Vision 2020 focus on learning, assessment, teaching, infrastructure, and productivity and with the College's own ESMP. The Technology Resources Plan outlines how the College updates and replaces technology to ensure accomplishment of the College mission, improvement of institutional effectiveness, and academic quality. Current strategies are in support of ESMP goals 3 and 4, which include providing professional development opportunities related to technology and ensuring the availability of technology (ST1A-11, pp.12-13).

The Technology Resources Plan includes an assessment of the previous technology plan, identification of current technology resources and staffing levels, review of staff development and trainings related to technology, and analysis of satisfaction surveys. This assessment results in new goals with measurable outcomes. The plan is assessed based on a review of performance measures in alignment with the ESMP. The Technology Steering Committee reviews measure updates for all goals, makes recommendations for revising Technology Resources Plan goals and/or measures, identifies areas of concern that warrant immediate attention for the college, and makes recommendations through the college governance structure for actions to improve measures (ST1A-4). The committee does an annual assessment of the Technology Resources Plan (ST3C-12a; ST3C-12b).

The Facilities Master Plan also calls for upgraded and new technology in buildings as well as an additional network storage, high-end physical servers, and virtual software.

Prioritization of technology. At the unit level, outcomes assessment and program review allow the College to identify IT needs and prioritize resource requests in support of the ESMP. This review determines how effective the College is meeting its technology needs and ensures that the

College's technology decisions are based on institutional priorities. The IT Department continually assesses its learning outcomes and participates in comprehensive and annual program review (ST3C-6). The IT Department assesses data including campus climate, student, and administrative services surveys focusing on IT, work order request summaries, and summaries of IT needs from College units. Along with all College units, the IT Department writes unit planning objectives and submits technology resource requests that are prioritized based on how well the technology will support the measures of the ESMP. For a description of program review, see Standard I.B.5.

Effectiveness of meeting technology needs. The program review and resource request process effectively provides units the technology they need to complete their unit planning objectives. As part of the planning for the Bond project, all new and modernized buildings have upgraded network equipment that meets required standards for cabling, wireless, MDF/IDF, power and connectivity, drops and cables in rooms, smart podiums, and physical security. The number of fire alarms, access control systems, and security cameras has increased over the last few years. When the Facilities Master Plan is completed, 100 percent of the College's classrooms will be smart classrooms with wireless coverage.

Distance Education. The DE Committee is charged with oversight of the Distance Education Plan, which includes action plans to enhance DE facilities and technology (ST1A-3, p.9). At the unit level, the College assesses its DE technology through the outcomes assessment and program review process. Technology needs are prioritized based on how well they support unit planning objectives that align with ESMP measures.

Standard III.C.3.
The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

- The College uses a Help Desk to address any issues with technology in classrooms and offices (ST3C-13)

Analysis and Evaluation:

Maintenance. In 2014-15 the IT Department completed over 1,500 work requests related to technology issues. An overwhelming majority of users surveyed were satisfied with the services. (ST1A-11, pp.7-8.)

Provisions for reliability, disaster recovery, privacy, and security. The College has supporting contracts for all critical systems including the phone system, MS systems, firewall, core switch, MS software, Adobe software, Etudes, and OmniUpdate. The College facilitates recovery of data through daily backups and by spreading out data among several locations. The

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IT Department maintains a security monitoring, analysis, and response firewall that allows the IT staff to monitor network traffic and block known security threats and attacks. The College has an authentication system to validate and authorize wireless access for all users. The system includes a virtual private network to allow remote access to local resources. The College has a service level agreement to ensure the reliability of internet connectivity (ST3B-25).

The College data center is in the Administration Building, is physically secured and is only accessible to the IT staff and a few other senior administrators. Data backups are made daily and spread throughout buildings on campus, and all servers in the data center are secured. The technology resources are also protected with a Palo Alto Next Generation Firewall at the perimeter of the network where the College connects to the Internet. Internally the College has additional security layers including VLANs, access control lists, and physical cable separations to protect technology resources and provide access only as appropriate. The distribution points are also protected under lock and key. Network access is also protected at the user and device level. The College requires all users to authenticate to the wired and wireless network and only devices that have been registered with the IT Department can connect to the wired network. All new portable devices that support a tracking mechanism system have such systems installed for security purposes. In 2015, the College purchased new data backup software to improve server backup.

All technology in classrooms is secured by lock and key or access control systems.

The College does not have any off-campus sites or centers or international sites.

Standard III.C.4.
The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard:

Technology instruction and support for employees
- The Teaching Learning Center (TLC) provides faculty and staff with training and technical assistance to support instruction, with an emphasis on using technology to increase teaching effectiveness and student learning (ST3A-59)
- Information Technology Services delivers high quality technical leadership, resources, and services to students, faculty, and staff (ST3C-14)
- The College's open labs are available to faculty, staff, administrators, and students (ST2B-19)

Analysis and Evaluation:

Assessment of need for training. The College uses the results of program review and survey analysis to determine technology training needs. A majority of employees agree that units

continue to use the program review process to address technology needs A similar percentage agrees that the institution uses the results of the evaluation for the basis of improvement.

Technology trainings provided. The College provides regular trainings and trainings on demand. In the Teaching Learning Center (TLC), all College employees have access to training or help with the Electronic Curriculum Database (ECD), the Electronic Schedule Change (ESC), the Portal (for Personnel Change Request (PCR), work requests, and Business Warehouse), the District Faculty System, College and District online forms, PeopleAdmin, Etudes, textbook requisitions, and email. The TLC also provides training for all personnel, including those in the Microsoft IT Academy and those preparing for the Microsoft Office User Specialist (MOUS) exam. The technology in the TLC was upgraded and modernized in 2013-14 through a Title 5 grant. Technology trainings—including Standalone training from the Curriculum Committee, training with the program review interface from the Program Review and Effectiveness Committee, and training in the use of SharePoint from the Office of Institutional Effectiveness— are provided at workshops and committee meetings. The District and College provide trainings whenever new systems are deployed, including a recent training on the new CMMS Help Desk. Employees are in general satisfied with the amount and quality of training they have received in information technology (ST1A-19, #14d).

Student training on technology occurs in the Library; the OSS High Tech Lab; technology basic skills courses offered through Learning Skills, Computer Applications and Office Technologies (CAOT), Computer Science and Information Technologies (CSIT); the STEM Academy; Math Pi Shop, and the Student Union. Instructional assistants provide support for these student labs. Library orientations teach students how to use computer software, including how to search online catalogs and how to use databases, the Internet, and online course management systems. In 2013-14, the Library gave 129 orientations to 4,214 students. One of three IA/IT staff is always available to provide help for students using hardware and software on any of the 192 computers in the Library. A majority of students are satisfied with the number of labs on campus. Employees agree that departmental computer labs effectively contribute to student success. An overwhelming majority of employees agree that technology resources are available to help students meet their learning needs (ST1A-19, #14a).

Numerous information technology improvements have and continue to occur as a result of professional development. Outcomes of the Staff and Organizational Development action plans in support of the 2008-13 LACC Strategic Plan include the following:
- Staff Development trainings for faculty and staff on SharePoint, allowing the College to significantly improve its documentation of processes and outcomes and allowing all operating units of the College to engage in sustainable, continuous processes geared toward quality improvement
- Trainings in the program review online interface, allowing units to track progress towards planning objectives
- Trainings in the planning online interface, allowing committees with oversight of ESMP objectives the ability to track progress towards measures

- Trainings in Etudes, eLumen, ECD, ESC, e-Folio, and MOUS towards improved planning, assessment, and learning outcomes
- Support for faculty and staff to utilize online @One training

Of the five Staff and Organizational Development Action Plans in Support of LACC Technology Plan, 2009-14, the College completed four and discontinued one (ST1A-12, p.7). Both the Staff Development Committee and the Information Technology Committee have developed action plans to provide professional development opportunities that are consistent with the College mission and that are based on evolving pedagogy, technology, and learning needs (ST1A-22, objectives 3.2, 4.2).

Distance Education. Before teaching an online or hybrid class for the first time, faculty must meet proficiency standards as approved by the Academic Senate (ST1B-55, pp.7-9). These standards require proficiency in the course management system, DE pedagogy training, and development of a course site. The Teaching Learning Center provides faculty training and support for Etudes and online pedagogy for DE courses. Individual faculty provide an orientation to students for their DE courses.

Standard III.C.5.

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard:

Policies guiding use of technology
- The College follows District Administrative Regulations regarding the use of District and College computing facilities and the network (ST3C-15; ST3C-16)

Analysis and Evaluation:

Decisions about use and distribution of technology. The District defines appropriate ethical and professional conduct for electronic information users, including user responsibilities, types of violations, consequences of misuse, and guidelines for electronic civility (ST3C-15). In addition, the District defines network security policies and procedures, including responsible personnel, virus prevention, remote network access, general Internet access, privacy and login, and encryption (ST3C-16). Employees are made aware of B-27 and B-28 computer use policies when they log on to their computers. Users must agree to the policies before they can use the system.

Distance Education. The College has a robust and secure learning management system. The LMS is outsourced. Through a secure connection, the District uploads all account information into the LMS on a regular basis based on current enrollments. The College has a policy requiring all fully online and hybrid distance education courses to utilize a common course management system housed on the College server or delivered by a vendor under contract with the College

(ST1B-55, p.10). The College's Regular Effective Contact Policy states that the frequency of contact in DE courses will be at least the same as would be established in a traditional course. The College defines the expected interaction with students (ST1B-55, pp.30, 32-33). Regular and effective contact must be instructor initiated (p.10). By policy, the College requires faculty proficiency in the approved Course Management System, training in DE pedagogy, and training in how to develop a course site (pp.7-8).

Evidence List for Standard III.C.

ST3C-1 LACC-IT Equipment Summary
ST3C-2 Technology Standards
ST3C-3 Technology Steering Committee Operating Agreement
ST3C-4 Sample IT Resource Request 2014-15
ST3C-5 IT Comprehensive Program Review 2012
ST3C-6 2015-16 IT Unit Planning Objectives
ST3C-7 IT Department Mission and Learning Outcomes
ST3C-8 IT Cabling Standard
ST3C-9 IT Data Center Standard
ST3C-10 IT Infrastructure Standard
ST3C-11 LACC Tech Equip Replacement Schedule
ST3C-12a Technology Steering Committee Annual Assessment 2013-14
ST3C-12b Technology Steering Committee Annual Assessment 2014-15
ST3C-13 IT Help Desk Webpage
ST3C-14 IT Services Webpage
ST3C-15 Administrative Regulation B-27
ST3C-16 Administrative Regulation B-28

Standard III.D. Financial Resources

Standard III.D.1.
Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard.

Sufficiency of financial resources
- The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness
  - LACCD Cyclical Expenditure Report 2012-13 (ST4B-16a, p.1)
  - LACCD Cyclical Expenditure Report 2013-14 (ST4B-16b, p.1)
  - LACCD Cyclical Expenditure Report 2014-15 (ST4B-16c, p.1)
- Through the use of grants and other restricted funds, the College receives additional funding to enhance student learning programs and services and improve institutional effectiveness (ER5-2, p.61)

Distribution of resources
- The College is funded through a formal budget allocation model (ST3D-81)
- Funding supports the development, maintenance, allocation and reallocation, and enhancement of programs and services:
  - LACCD 2015-16 Final Budget (ER5-1)
  - LACCD 2014-15 Final Budget (ER5-2)
  - LACCD 2013-14 Final Budget (ER5-3a)
  - LACCD 2012-13 Final Budget (ER5-3b)

Financial resources planning
- The participatory governance structure ensures that the College plans and manages its financial affairs with integrity and in a manner that ensures financial stability
  - The Budget Committee makes recommendations to the College Council on college wide budget allocations (ST4A-27)
  - Budget Committee outcomes—including tentative budgets, final budgets, and budget updates—are posted publicly (ST3D-2)
  - The College Council makes recommendations to the College president on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement (ST1B-89)
- The College's integrated planning process ensures the prioritizing and allocating of resources (ST1A-14, pp.23-26, p.39)

Analysis and Evaluation:

The College plans and manages its fiscal resources with integrity and to ensure fiscal stability. The College receives a budget allocation from the District to support its annual operational costs. The budget allocation model reflects parameters used to determine the College's minimum base allocation. In addition to the funding received from the District, the model includes the distribution of revenues earned from international and other nonresident students and dedicated revenues earned by the College (ST3D-81).

Restricted funds enhance the College's instructional services, student support services, and operations (ER5-2). Enterprise units, including the Bookstore, Community Services, and Child Development, are self-supporting entities that develop their budgets in support of academic activities.

While the College mainly relies on the general fund to support its priorities, the College actively seeks revenue and support from other sources, including community and industry partnerships, the rental of facilities, Foundation support, and federal grants (ER5-2, p.61; ST3D-148).

Restricted fund sources for instructional equipment and library materials have allowed the College to allocate one-time resources to purchase equipment and provide support to the Library (ST3D-10). Student Equity and Student Success and Support Program (SSSP) funds (ST3D-11a; ST3D-11b; ST3D-11c) have been used to help the College expand and implement new programs and services to improve student access and success (ST1B-81a; ST1B-81b; ST2C-44).

Sufficiency of financial resources. From 2011-12 to 2013-14, the College was able to generate unrestricted, general fund ending balances of $88,860, $896,991, and $169,702. In 2013-14. The College generated sufficient resources, despite declining enrollment, to support and make improvements within its programs, services, and instructional delivery methods and to maintain a balanced budget (ST3D-12a).

In 2014-15, the College received an unrestricted general fund allocation totaling approximately $57.6 million. In addition, the District advanced the College approximately $1.7 million in growth funds, which was later augmented by another $649,000. This gave the College a potential revenue for the year of almost $60 million. However, with almost $60.1 million in expenses incurred for the year, the subsequent $2.4 million deficit was the result of an unanticipated decline in enrollment that reduced the advanced growth revenue by $2.4 million (ST3D-12b; ST3D-12c; ST3D-12d). Pursuant to Board policy, the College will repay this advanced funding back to the District reserve in a plan to be negotiated between the District and the College.

The College has a plan to bring its expenditures in line with budget allocation, including exploring revenue generating and cost containment activities to attain fiscal stability (ST3D-13). The College has a plan to decrease the percentage of expenditures on salaries and benefits by strategically filling vacant positions; decreasing hourly instructional costs through effective enrollment management, including meeting enrollment targets with more appropriate class offerings; and utilizing grants and other resources to help reduce salary and benefit costs (ST1A-

[10](), p.5). Through an assessment of the action plans throughout this self evaluation, the College recognizes that long-term solutions are needed to improve enrollment management. The College has begun the process to select and implement a new room management software system to assist with improving classroom utilization efficiency to maximize course offerings. In addition, the College is seeking ways to restore its enrollment growth by enhancing recruitment, marketing, improving retention, and lowering hourly instructional costs. An increase in discretionary funds and improved efficiency in staffing expenditures will allow the College to reduce the percentage of general funds spent on salary and benefits to the 2014-15 District average of 91.4 percent.

As part of budget development, the College is required to set aside one percent of its annual overall budget for unforeseen emergencies. In 2014-15, this amount was $565,492. The use of this emergency fund is subject to review and approval from the Chancellor's Office ([ST3D-81](), Part V, p.5). In the event of a financial emergency beyond the means of the College, the District maintains a general/contingency reserve of ten percent. This amount is approximately $34,707,034 for the 2015-16 fiscal year. These funds may assist the College in the event of any emergency that cannot be addressed with College resources or through the District's insurance policy. The District maintains a strong cash position and has sufficient cash flow and reserves to maintain stability and cover any potential risks or unforeseen emergencies ([ST3D-147]()).

Distribution of resources: planning to budget

College planning to budget. The College mission and Educational and Strategic Master Plan (ESMP) goals serve as the foundation for program and financial planning. ESMP goals and objectives are developed every six years based on internal and external scans including an analysis of student access and success data, and progress towards completion of past unit planning objectives. College financial goals are discussed within the Budget Committee, which makes recommendations to the College Council which makes recommendations to the College president ([ST4A-27]()). The Budget Committee considers the ESMP in its deliberations, and they discuss and review financial circumstances that could impede progress towards any goal or objective. The Budget Committee helps set financial expectations and monitors the progress made toward achievement of those goals. The Committee annually tracks progress towards its assigned ESMP measures ([ST1A-4]()). The Committee also reviews requests generated through the program review process, and evaluates how requests will bring about proposed improvements in student access and success ([ST1B-94a](); [ST1B-94b]()).

Unit planning to budget. As part of program review, units create resource requests to support unit planning objectives ([ST1B-74]()). Resource requests are prioritized in support of ESMP priorities ([ST1A-21a](); [ST1A-21b](); [ST1A-21c]()) and allocated funds result in program improvement ([ST1B-93a](); [ST1B-93b](); [ST1B-93c]()). Resource requests from all College programs must support a unit planning objective. Division budget subcommittees review resource request prioritizations from each of the College's operational areas. These committees use an agreed upon rubric that helps them assess how each request meets specified criteria such as health and safety, legal mandates, specific program accreditation requirements, ESMP alignment, operational needs, and student success ([ST1A-27]()). Requests are ranked, prioritized into a single list, and forwarded

from the Budget Committee to the College Council for review and recommendation to the president for approval (ST1B-94a; ST1B-94b). Based upon available funding, these priorities are included in the following year's budget.

The resource allocation process is linked to program review and the ESMP process, which allows departments and operating units to identify short-term and long-term plans, regarding equipment, software and staffing needs. Requests for increased operating costs, faculty and classified staff, or other additional resources, are prioritized and vetted through the campus participatory governance process as part of the program review process and recommended for funding based on how unit planning objectives help the College implement the ESMP.

Overall the College has demonstrated that even during times of budget reductions, priorities were established to assure positive outcomes for students and that sound financial management practices resulted in the College ending five out of six fiscal years with positive budget balances. By improving enrollment management practices, seeking other cost saving measures, and finding ways to increase revenue the College will make the necessary improvements to remain fiscally solvent. (See Quality Focus Essay plan in Standard III.C.1.)

Distance Education. The College has had sufficient resources to increase its DE offerings in recent years; in 2014-15 seven percent of sections were offered via DE (ST1A-3, p.11). The College has designated resources for the continued support of the course management system. In the Teaching Learning Center faculty can receive certification in the course management system. As part of the license for the course management system, faculty are able to receive the required training in DE pedagogy, as well.

Quality Focus Essay Plans. By 2020, the College will develop and institutionalize goal-driven and strategy-driven class scheduling, marketing, recruiting, and retention initiatives to increase enrollment. Improved enrollment management will lead to increased enrollments, which will increase discretionary funds, improve financial stability, and allow the College to better support and sustain student learning programs and services and improve institutional effectiveness. See Quality Focus Essay plans for Standards I.B.4, I.B.9, I.C.1, II.A.1, II.C.1, II.C.2, II.C.3, III.C.1, III.C.4, and IV.A.7.

Standard III.D.2.
The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

Mission and goals as foundation for financial planning
- The College has documented processes for its planning to budget process (ST1A-14, pp.23-26, 41)

Plans for financial stability
- The District budget allocation model determines the College's minimum base allocation, which ensures financial stability (ST3D-81)
- The College has a plan to remain financially solvent (ST3D-13)

Analysis and Evaluation:

Foundation for financial planning. The integrated planning cycle ensures that resources are allocated based on how well they help the College implement the goals and objectives of the ESMP that supports the College mission. The financial planning process allows the College to meet the goals and objectives of its long-range ESMP and to support such plans as the Staff Development Plan, Technology Resources Plan, Facilities Master Plan, Human Resources Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, and Basic Skills Plan.

Annual priorities. At the start of each budget cycle, the College develops annual priorities. For the past three years, annual ESMP priorities included ensuring that the budget was balanced and achieved maximum efficiency (ST1A-21a; ST1A-21b; ST1A-21c). Given past budget deficits in 2008-09 and 2014-15, the budget will remain a top priority as debt repayment will reduce the amount of funds available for programs and services.

Resource prioritization. Resources including operating budgets, probationary faculty, and classified staff are allocated based on how well unit planning objectives help the campus implement the ESMP (ST1A-14, pp.23-26). Budget prioritization committees use rubrics to rank how well the request aligns with the ESMP, supports College priorities, and will lead to improvement (ST1A-27). A similar use of rubrics occurs in the faculty hiring prioritization process, ensuring hiring supports College priorities (ST2A-81). Program review also informs the prioritization of hiring classified staff (ST3A-2).

The College follows established processes that ensure that planning occurs in a timely manner to allow for resources to be allocated at the start of each fiscal year (Integrated Planning and Governance Handbook, pp.27-28). Planning occurs in the fall and budget development occurs in the spring.

Evidence of completion of plans. The College continually assesses progress made towards institutional plans. Oversight committees responsible for ESMP measures develop supporting action plans, which are documented and tracked through committee annual assessments and ESMP progress reports (ST1A-4). When plans are updated, they include an assessment of outcomes from the previous plan (ST1A-12, pp.3-9; ST1A-11, pp.2-6). The College completes annual assessments of its Student Equity, SSSP, and Basic Skills plans. Units use allocated funds to implement their unit planning objectives, which align with ESMP objectives (ST1B-93a; ST1B-93b; ST1B-93c). As part of program review, units document how resources to support unit planning objectives resulted in improvement (ST2A-10, p.22).

Dissemination of financial information. Each year, the Strategic Planning and Budget Committees, comprised of members from each of the participatory governance groups, set

academic and financial planning goals to address short- and long-term objectives and needs. The Budget Committee meets monthly to discuss the annual budget, adjustments to the current budget, and projected impacts to future funding. The committee also serves to make recommendations on future funding priorities based upon projected needs.

The results of resource request prioritization and faculty hiring prioritization are approved through the governance process and posted online (ST3A-1b; ST1B-94a; ST1B-94b).

The annual College budget is reviewed and approved by the Board of Trustees. College and District personnel also routinely report to the Board Finance Committee and the Board of Trustees on the financial status of the College and its planning efforts. Budget updates, which include quarterly financial reports and any budget revisions that occur during the fiscal year, are reviewed and discussed by the Board of Trustees. Any financial issues that arise at the College are brought before the Board of Trustees for additional discussion, planning, and implementation by the College (ST3D-1).

For information on past ending balances and reserves, and how the College receives its revenues, see Standard III.D.1. For cash-flow, see Standard III.D.9. For liabilities, see Standards III.D.12, 13, and 14.

Standard III.D.3.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

- The College has a well-defined process for unit planning and budget development (ST1A-14, pp.23-26, 41)
- As a participatory governance committee under the College Council, the Budget Committee makes recommendations for financial planning and budget development (ST4A-27)

Analysis and Evaluation:

Participation and transparency. The Budget Committee makes recommendations to the College Council on college-wide budget allocations in alignment with institutional priorities established by the Strategic Planning Committee, and on budget augmentations and reductions during the course of a given fiscal year. Membership includes faculty, administration, staff representing the various unions, and student leadership. Agendas, minutes, budget documents, and annual assessments are posted online (ST3D-2).

All College units participate in the annual program review process, which requires the engagement of multiple members of the unit and ends in the submission of resource requests.

Resource request prioritization committees use an agreed upon scoring matrix that helps assess how each request meets with specified criteria such as health and safety, legal mandates, specific program accreditation requirements, ESMP alignment, operational need, student success, or board and/or college goals and objectives (ST1A-27). Upon conclusion of the resource planning process, and to ensure that all groups involved in College planning are informed, the Budget Committee forwards the resource recommendations to the College Council for review and comment. This review serves as an additional validation that resource recommendations support the College mission ESMP goals, and short- and long-term planning needs; provide items to improve the student learning environment; and ensures that all constituents are informed of financial planning. The outcomes of resource request prioritizations are posted online (ST1B-94a; ST1B-94b), as are the outcomes of probationary faculty hiring prioritization (ST3A-1). Final College budgets are available online at the District website.

Standard III.D.4.

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:

- The final budget reflects the planning and development of financial resources to support the College's programs and services (ER5-2)
- Assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements are presented at monthly Budget Committee meetings (ST3D-3; ST3D-4)

Analysis and Evaluation:

Budget information. Budget Committee members receive information on projected revenue and expenditures, and they review items that may have future impact on projected resources. These items may include the projected effect of contractual agreements (i.e. salary increases), health and welfare increases, and other long-term liabilities, such as increased pension or Other Post-Employment Benefits (OPEB) costs. Some members of the Budget Committee also attend the District Budget Committee (DBC) and provide summaries of monthly DBC meetings to the College Budget Committee. Such items are summarized for the College Council, which also reviews such items as the Governor's Budget, the May Revise, and the final enacted State Budget and its projected impact on future resources.

The general fund supports the College's ESMP goals of access, student success, and organizational effectiveness. The ESMP objectives are prioritized annually and communicated to the Budget Committee.

Projected salary and benefits costs for all certificated and classified personnel are currently 94 percent of the budget. These costs must be funded from the general fund. About four percent of the budget goes towards maintenance and operational costs for facilities. The remaining two

percent of the budget supports such items as tutorial services, office supplies, and minor equipment.

Additional resources. Student Equity, SSSP, and other restricted funds are allocated by the College to units (ER5-2, p.61) to support validated unit planning objectives, which align with the ESMP. These include objective 1.2 to ensure that students build early momentum toward success by accessing key programs, courses and services in their first year of enrollment, and objective 2.3 to increase equity in student achievement (ST1A-22).

For a description of documents used in institutional planning, see Standard III.D.2.

Standard III.D.5.

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

The District has well-established and appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision-making. The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources.

Evidence of Meeting the Standard

- The Board established and regularly updates board rules which address financial management and internal control structures. Board Rule 7608 requires the Chief Financial Officer/Treasurer (CFO) to generate interim financial reports, including current income and expenditures, which are submitted to the Chancellor monthly from October through June. The Chancellor, in turn, provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the Budget and Finance Committee (BFC). These reports are widely disseminated and inform sound financial decision-making at the District and colleges. (ST3D-17, 7608; ST3D-18; ST3D-19)
- Board Rule 7900 establishes the Internal Audit Unit as "*an independent appraisal function within the LACCD to examine and evaluate the activities of the District...Internal Audit will report audit findings to the Board of Trustees' Audit/Budget Committee no less than annually*." This Board Rule requires the Internal Audit Unit to ensure that "*...financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices...internal accounting controls are adequate and effective...[and] operating policies promoting compliance...are enforced*." (ST3D-20, 7900; ST3D-21, 7900.10-7900.12; ST3D-22)
- The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully

informed when making policy recommendations to the Board of Trustees and Chancellor. (ST3D-23)

- The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources. Since 1993, the District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually; the current version reflects oversight enhancements brought about by upgrades to the District's financial operational system (SAP). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures. (See Standard III.D.10). (ST3D-24)
- The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. (ST3D-25, p.82 & 87; ST3D-26; ST3D-27; ST3D-28; ST3D-29; ST3D-30; ST3D-31)
- To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise procedures to strengthen internal controls. (ST3D-32, pp.83 & 91-118)
- To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (ST3D-33; ST3D-34 (ST3D-35; ST3D-36; ST3D-37; ST3D-38; ST3D-39; ST3D-40)
- The Internal Audit unit conducted a Districtwide risk assessment study and determined the need for a comprehensive database which would strategically identify, and mitigate, risks. This project is scheduled for implementation in FY 2015-2016. (ST3D-41)
- The Central Financial Aid Unit (CFAU) continually monitors federal Perkins Loans and Nursing Loans. Student Financial Aid is audited annually by external auditors, as required by OMB Circular A-133, and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years.

Analysis and Evaluation:

The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources.

The College budget control system—Systems, Applications, and Products (SAP)—is accessible to all users with budget responsibility. Training is provided by District and College staff to users, who are given access to view budgets, initiate purchase requisitions, and make changes within their allocations. Budget changes are subject to review by department managers and the

respective vice presidents, with final postings reviewed and processed at the District Budget office. The data within the system is updated daily so that users can get timely information to assist with budget planning and the implementation of program plans and services.

Standard III.D.6.

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

- All colleges in the Los Angeles Community College District undergo a comprehensive financial audit as dictated by law (ER5-4a, ER5-4b, ER5-4c)

Analysis and Evaluation:

Financial documents. The College uses the SAP financial software system to produce financial documents, including the budget and other ad hoc financial reporting. SAP financial documents are credible and accurate. The documents reflect allocations to units based upon their staffing, office supply, instructional supply, equipment and maintenance, travel, and other program needs as identified through the program review process. Allocations reflect the resources required to support unit planning objectives in support of ESMP goals.

Audits. Each year, the College undergoes a comprehensive external financial audit to assess its internal controls and financial management practices. The College is also subject to internal auditing based on board direction, internal or external complaints or questions, or as follow up to previous external or internal audit findings. These reviews help assess whether the College has managed its general fund and other restricted funds and grants appropriately, consistent with regulatory guidelines from the state and federal government, and whether the College is following approved District policies and procedures for the expenditure of College funds.

Audit findings, responses, and any required follow-up is communicated to the senior leadership of the College, to staff responsible for the implementation of the response, and to college participatory governance groups. Annual audit reports are also shared with the Board of Trustees and the District chancellor at a regularly scheduled public meeting. The annual audit report is also posted on the District website, and hardcopies are located in the president's office and in the office of the vice president of Administrative Services.

Internal and external audits of the College budget have revealed no significant or material findings with internal controls or financial management. For 2013-14, the College had two findings regarding its compliance with state regulatory controls. These findings were in relationship to the use of "To Be Arranged" class rosters, to attendance documentation, and to eligibility for students enrolled in the Disabled Student Program and Services program. There were no other findings regarding the suitability of internal controls. The College promptly

responded with a corrective action plan to address the findings, and it is now in compliance; see Standard III.D.7.

Standard III.D.7.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

- The College has received some external audit findings since 2009 (ST3D-15)
- The College has responded to each annual audit report finding in a comprehensive and timely manner and has communicated each finding and corrective action plan to senior administration. Audit reports are available on the District website (ER5-4a, ER5-4b, ER5-4c, ER5-4d).

Analysis and Evaluation:

The District undergoes an external audit annually. The District office gives the College the list of any audit findings for the College so that it can prepare the corrective action plan. Recent internal District audit findings have concerned operational and processing issues and have been resolved through internal memos and staff training. External audit findings, responses, and any required follow up are communicated to the senior leadership, and shared with staff responsible for the implementation of the response. Annual audit reports are also shared with the Board of Trustees and the District chancellor at a regularly scheduled public meeting. The annual audit report is also posted on the District website, and hardcopies are located in the president's office and in the office of the vice president of Administrative Services.

Standard III.D.8.

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness. Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency. Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle.

Evidence of Meeting the Standard

- The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the

fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (see Standard III.D.5).

- Material weaknesses were identified in the District's external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District's corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5).
- Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), Board of Trustees and the CFO, and is used to evaluate and improve the District's financial management and internal control systems. (ST3D-42; ST3D-43)
- All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5).
- The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program's inception. The Bond Program has never received a qualified or modified audit. (ST3D-44; ST3D-45; ST3D-46; ST3D-47)
- Material weaknesses were identified in the Bond Program's financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls and. No material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014. (ST3D-48; ST3D-49)
- Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board's FMPOC, and the District Citizens' Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed. (ST3D-50; ST3D-51; ST3D-52)
- The Board recently amended BR 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity. (ST3D-53)
- The District's Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff. (ST3D-54; ST3D-55)
- In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District's evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting

of all expenditures, and strengthens the District's financial and internal control systems. (ST3D-56; ST3D-57; ST3D-58; ST3D-59; ST3D-60)

- In FY 2011, the District updated and reissued its accounting manual, which was designed to "…*assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.*" The manual is disseminated and used districtwide and has resulted in better internal controls along with a reduction in transaction processing time. (ST3D-61)

Analysis and Evaluation

The District regularly evaluates its financial and internal control systems and assesses them for validity. The District substantially improved its internal controls in response to the ACCJC visiting team's recommendation that "…*the resolution of the material weakness and significant deficiencies cited in the 2010 financial audit be fully effected by the completion of next year's audit and appropriate systems be implemented and maintained to prevent future audit exceptions...*" (ST3D-62)

By February 2014, the ACCJC stated that "*the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and…resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions.*" The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised (ST3D-63).

Standard III.D.9.
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Between FY 2008-09 and 2012-13, the District experienced more than $100 million in funding cuts. The District made significant reductions in class offerings, changed employee health benefits plans, and instituted stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow, and healthy reserves which range from 13 to 17 percent.

Evidence of Meeting the Standard

Cash Flow
- The District has a strong financial position. The Board reviews and adopts the District's Final Budget every September. (ST3D-64)

	2015-2016 Budget	2014-2015 Budget
Total Budget	2.87 billion	$2.96 billion
Prop A, AA & Measure J Bonds in the building fund	$1.61 billion	1.87 billion
General Fund	$929.58 million	$751.52 million
Unrestricted General Fund	$745.18 million	$618.61 million

(ST3D-65, cover letter and p.i; ST3D-66, cover letter and p.i)

	June 30, 2014	June 30, 2013*
Net position	$743.6 million	$700.4 million
Unrestricted net position	$34.7 million	$19.6 million
Restricted net position	$295.5 million	$238 million
Current and other assets (not capital)	$906 million	$1.2 billion

*Balances presented as restated due to implementation of GASB Statement No. 65 (ST3D-67, p.6)

- In December 2014, the District's bond rating was upgraded by Standard and Poor's from AA to AA+. (ST3D-68)
- Strong fiscal controls, coupled with an improved State economy, have left the District in a healthy financial condition. The District's financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District's Final Budgets. (ST3D-69, pp.i and 1; ST3D-70, pp.i and 1; ST3D-71, pp.i and 1; ST3D-72, pp.i and 1; ST3D-73, pp.i and 1; ST3D-74, pp.i and 1; ST3D-75, p.i and pp.1-9)
- The District issued $80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, $80 million in principal and $1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future. (ST3D-76, p.46)

Reserves
- District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained "…*a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.*" (ST3D-77, Appendix F, p.3)
- In FY 2012-2013, the District had increased reserves to: "…*District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.*" (ST3D-78, Appendix F, p.4)

- In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2%. (ST3D-79)
- Since FY 2013-14, the District has maintained "…*a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.*" (ST3D-80, Appendix F, p.4; ST3D-81, Appendix F, p.4; ST3D-82, Appendix F, p.3)
- For 2015-16, the District's General Reserve is $41.48 million and represents 6.5 percent of the Unrestricted General Fund revenue budget. The District's Contingency Reserve is $23.42 million and represents 3.5 percent of the Unrestricted General Fund revenue budget. (ST3D-83, p.8)
- The District Contingency Reserve is used to "*…meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year.*" Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307. (ST3D-84, 58307; ST3D-85; ST3D-86; ST3D-87)

Risk Management
- Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to $600 million and $40 million respectively. The District's "All Risk" property deductible is $25,000 per occurrence, and liability self-insurance retention is $1.5M per occurrence. Trustees are covered by the District's liability insurance. (ST3D-88)
- The District is self-insured for up to $750,000 for each workers' compensation claim, $1 million per employment practices claim, and $1.5 million for each general liability claim. The District maintains workers compensation insurance coverage through USI, with an excess workers compensation policy underwritten by Safety National. (ST3D-89, p.45)
- For the year ending June 30, 2014, the District made total premium payments of approximately $2.9 million for general liability and property claims. (ST3D-76, p.46)
- The Board adopted a policy on liability claims (Board Rule 7313) which requires that "*all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, the Senior Associate Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor.*" (ST3D-90, 7313)
- A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds. (ST3D-91)

Analysis and Evaluation

The District has fully demonstrated its ability to maintain adequate reserves, and continues to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District does not anticipate doing so again in the foreseeable future.

The College president and the vice president of Administrative Services are required to meet with District personnel to discuss potential expenses and risks that could result in the College exceeding its budget resources. If needed, the vice president of Administrative Services works with College management to develop appropriate contingency plans to resolve any potential fiscal issues. College financial management plans are reviewed and recommended by the College president to the District chancellor, with final review and approval by the Board of Trustees. For a description of College sufficiency of financial resources and reserves, see Standard III.D.1.

Standard III.D.10.
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The District practices effective oversight and management of all financial resources. It also continually evaluates and, where needed, improves its oversight of financial aid, grants, externally funded programs, contracts, foundations, auxiliary organizations, and institutional investments and assets. The District has both centralized and decentralized practices to ensure effective oversight.

Evidence of Meeting Standard

Centralized District Oversight
- **Purchasing**: The District's Contracts and Purchasing department procures goods and services not purchased directly by colleges. All contracts are reviewed to ensure they are in the District's best interest in accordance with Board Rule 7100, as well as District policies and procedures related to procurement. (ST3D-92, 7100; ST3D-93; ST3D-94, PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09)
- **Institutional Investments and Assets:** The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements. (ST3D-95, pp.25-26; ST3D-96)
- **Budget Oversight:** In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws. The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending. (ST3D-97, 7600; ST3D-98; ST3D-99; ST3D-100)
- **Financial Aid:** The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers. (ST3D-101)
- **Specialized Employees:** The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally

funded programs, and ensure compliance with all applicable rules and regulations. (ST3D-146)

- All grant and externally funded programs also have a dedicated SFP (Specially Funded Program) accountant assigned to fiscal monitoring and oversight. (ST3D-102)
- **Audits:** Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs (see Standard III.D.5). All special funds are regularly audited and demonstrate the integrity of financial management practices. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. (ST3D-103, pp.73-81, 86-90)
- **Auxiliary Organizations:** The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the Chancellor created a Senior Director of Foundation position for the District. This position is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundation's infrastructure, and coordinating Districtwide advancement efforts. (ST3D-104; ST3D-105; ST3D-106)

Decentralized District Oversight

- **Fiscal and Enrollment Management:** District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices. (ST3D-107; ST3D-108)
- **Auxiliary Organizations:** All college foundations have operating agreements with the District. Foundations are required to provide regular financial reports, reimburse the District for services, and operate in accordance with State law and District and nonprofit regulations. (ST3D-109)
- College foundations receive annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all LACCD foundations received internal audits in 2013-14, which will continue on a recurring basis. Internal auditors highlighted findings common to all foundations, and recommended corrective actions, which are scheduled to be completed by fall 2015. (ST3D-110; ST3D-111)
- **Student ASO Funds:** Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College Presidents review and approve all proposed ASO expenditures. Beginning in 2014-15, a schedule of internal audits for college ASOs was established by the Internal Audit unit. As the internal audits are completed, outcomes will be completed and reported to the BFC. (ST3D-112, 9200-9300; ST3D-113; ST3D-114; ST3D-115)

Analysis and Evaluation

The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center (ESC) identify and correct deficiencies in internal controls and financial management practices when they are identified.

Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations.

College Student Services and Budget Office staff provide routine reports to federal grant agencies, including the Department of Education, on the status, operation, and compliance of the College's various Title IV programs and services. The annual audit process helps the College with reviewing its compliance with the management of financial aid, outside grants, other externally funded programs, contracts, and the College foundation.

Standard III.D.11.

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations

The District has a well-coordinated and integrated budget planning system that takes into consideration both short-term and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency.

Evidence of Meeting the Standard

- The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations. The District systemically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of obligations. (ST3D-116, pp.34-35)
- The District has maintained a history of positive net position. As of June 30, 2014, the District's total net position was $743.6 million, an increase of $43.1 million over June 30, 2013 (see Standard III.D.9).
- As of June 30, 2014, the District's working capital (current assets minus current liability) was $132.9 million, with a cash and cash equivalent balance of $138.6 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits. (ST3D-117, pp.17-18)
- The District uses its existing governance structure to exchange information and seek recommendations from the Board's Budget and Finance Committee in order to ensure budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. (ST3D-118, pp.1-10)
- The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget. (ST3D-119)
- Similarly, the DBC, the Chancellor's Cabinet, and the Chancellor make budget recommendations to the Board Budget and Finance Committee (BFC), prior to adoption of the final budget. (ST3D-120)

- The District's budget planning priorities are informed by the Chancellor's proposed recommendations, the funding of the District's reserve policy, the alignment with the District's Strategic Plan's goals for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District. (ST3D-121, p.14)
- The District's Final 2015-2016 budget priorities address long-range financial obligations such as meeting the Full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contribution, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs. (ST3D-122, p.8)
- In June 2015, the Chancellor recommended that the Board Finance Committee (BFC) approve $3.9 million for the completion and roll-out of the District's Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and $2.5 million in critical facility infrastructure repair and maintenance at the ESC in the 2015-16 budget. This $6.5 million investment is in line with District's Strategic Plan and Board goals which support student success. The Board's subsequent approval involved consideration for the District's long-range financial priorities while balancing short- and long-term operational needs. (ST3D-123)

Analysis and Evaluation

The District adheres to well-considered reserve and fiscal management policies which are congruent with the District's Strategic Plan, and ensure financial solvency in the short- and long-term. The proposed 2015-16 budget reflects a $65.43 million projected ending balance.

For long range College financial planning and annual priorities, see Standard III.D.2. For funding of OPEB expenditures, see Standard III.D.12.

Standard III.D.12.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

Evidence of Meeting the Standard

- Budget planning includes funding of contingency reserves (3.5%), general reserves (6.5%), and a deferred maintenance reserve (1.5%). There are also special reserve set-asides for future obligations; a set aside for 2015-16 salary increase as well as STRS and PERS contribution increases, and a set-aside for new faculty hires to meet FON obligations (see Standard III.D.11).

- The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District's total long-term liabilities were $3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers' compensation claims, general liability, compensated absences, and capital lease obligations. (ST3D-124, p.38)
- The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles. (ST3D-125, pp.39-44)
- The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its postretirement health benefits. (ST3D-126)
- In February 2015, the BFC reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums. (ST3D-127)
- In every year to date, the District's employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law. (ST3D-128, p.33)
- The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, approved by the District's six unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92% of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund. As of June 30, 2015, this current value of this trust fund is $76.8 million. (ST3D-129; ST3D-130)
- The District has allocated appropriate resources for the payment of workers' compensation. The District is self-insured for up to a maximum of $750,000 for each workers' compensation claim and $1 million per employment practices claim (see Standard III.D.9).
- The balance of all outstanding workers' compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9).
- Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District's current workers' compensation liability is $5 million (see Standard III.D.9).

- Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also "*…does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service…*" (ST3D-131; ST3D-132)

Analysis and Evaluation

The District's short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year.

Standard III.D.13.
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

- The College is currently paying back a local loan from the District (ER5-2, Appendix F, Schedule of Debt Payment)

Analysis and Evaluation

The District does not currently have any locally incurred debt, nor has it had any during the past 30 years.

The College carries a local debt related to operational deficits, which is treated as a loan from the District. The loan is subject to repayment, pursuant to guidelines approved by the Board of Trustees for a period of six years. Payments to the District cannot exceed more than three percent of the college's general fund revenue. Repayment of this debt comes from the prior year ending balance of the College, or from a reduction of its current year resources.

The College is currently paying back a local debt from 2008-09 of approximately $2.3 million and is being assessed $463,220 annually. With the additional deficit incurred in 2014-15 of approximately $2.4 million, the overall debt repayment will increase by $500,000 in 2016-17. This cumulative debt will equal approximately two percent of the 2014-15 budget. While the College would benefit from having these funds available for its current programs and services, the repayment has not, to date, resulted in any substantial adverse impact to current operations.

The District allocation model advances the college its anticipated growth at the beginning of each academic year. If a college accepts the growth funding and offers classes commensurate with the growth funding, it must make the anticipated growth target or return those funds to the District at the end of that fiscal year. In 2014-15, all nine colleges (including LACC) set FTES

growth targets of 4.75 percent. As a result, LACC received an additional $2.4 million for growth over and above its base allocation. However, the College not only failed to grow but actually declined by four percent in annual student headcount and by four percent in annual FTES. As a result, the College was faced with having to refund the advanced growth dollars to the District in the amount of $2.4 million at the end of the academic year, even though it had spent the money anticipating growth. The net result was a $2.4 million deficit. Given the fact that the College had grown by 5.5 percent in FTES in the previous year (2013-14), the College did not anticipate failing to make its growth target and was surprised by the anomaly of this decline in enrollment, resulting in a loss of the advanced growth funding (ST3D-12c; ST3D-12d). Pursuant to Board policy, the College will need to repay this advanced funding back to the District in a plan to be negotiated between the District and the College.

With the current decline or leveling off of enrollments for LACC, the College is challenged by its budget limitations. This is especially true since the last round of union negotiations tied salary increases for three years to overall District revenue growth. The expectation of this negotiation was that there would be an equitable increase in salaries commensurate with equitable growth in funding for all nine colleges. Unfortunately, for LACC, the loss of growth funding and decline in enrollments has left the College with a dilemma to meet the demands of salary increases without the commensurate growth in enrollments and FTES or growth revenue to meet the demand.

The College has no other locally issued debt instruments.

Action Plan. While the College will remain vigilant to improve its enrollment management and balance its budget, starting in spring 2016, the College will advocate that the District reexamine its allocation model to assist the colleges who fail to meet anticipated growth targets and which must also cover salary increases without commensurate growth in funding to cover those increases.

Standard III.D.14.
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

The District has numerous rules, regulations, and standing procedures to ensure proper use of funds consistent with their intended purpose. Regulations are updated regularly, and both internal and external audits are conducted on an annual basis, allowing the institution to identify and promptly correct any deficiencies in internal controls and ensure financial resources are well managed and used with integrity and in accordance with their intended purpose.

Evidence of Meeting the Standard

- Board Rules 7608 and 7900 articulate the authority and responsibility of the CEO in overseeing compliance of the District's financial management and internal control structure with existing Board policy, State and Federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5).

- District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5). (ST3D-130, pp.82-84; ST3D-131, pp.86-88; ST3D-132, pp.74-78, 80-81, 84-89; ST3D-133, pp.72, 78, 81-90; ST3D-134, pp.70, 73, 76-83; ST3D-135, pp.78, 81, 84-92)
- The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5).
- Administrative Regulations governing auxiliary organizations' management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations governing Associated Student Organization funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District's "Business Office & Accounting Policies and Procedures Manual" is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8). (ST3D-139; ST3D-140; ST3D-61)
- The Board reviews and approves issuance of additional general obligation bond funds. The District's annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8). (ST3D-142, pp.8-9; ST3D-143, p.8; ST3D-144, pp.8-10; ST3D-145, pp.8-13)
- Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV: student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.
- The District has not issued any Certificates of Participation since December 2009.

Analysis and Evaluation

Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years, and has received unqualified opinions for bond performance and financial audits since the inception of its Bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes.

College auxiliary activities, such as the Bookstore and Child Development, undergo an annual comprehensive review of operational budgets by department managers, the vice president of Administrative Services, and the College president. Fund accounting for these activities is handled by the college and the District accounting office to ensure compliance with District policies and Board Rules. All auxiliary activities are developed and maintained in support of the mission of the College, and they provide needed student support services.

The Los Angeles City College Foundation is a 501c entity that raises and manages donations in support of the College mission and ESMP. Its financial resources are held and managed independently of the College with oversight from the Foundation Board of Directors. The College president, the vice president of Administrative Services, and the vice president of Academic Affairs review Foundation operations and financials, which includes financial transactions, investment policies, and Foundation assets. The Foundation's financial statements are also subject to an independent annual audit, and the audits have consistently resulted in an unqualified opinion. See Eligibility Requirement 5.

Grants are subject to internal review to ensure they are used in support of the College mission and ESMP. They are also reviewed to ensure that proposed budgets are sufficient to meet the planned activities and grant deliverables. A Grants Review Committee, led by the dean of Special Programs, directs the primary review and approval of grant applications (ST3D-6). Final review and recommendation is with the College president. All grants are approved by the Board of Trustees.

Standard III.D.15.

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

- College student loan default rates are within the acceptable range as defined by the USDE (ER5-8a)
- The College has a Default Prevention Plan in place to ensure that the default rate remains below the threshold (ER5-8b)
- The 2013-14 LACCD Financial Aid Audit Report and follow up indicates program compliance (ER5-7a; ER5-7b)

Analysis and Evaluation:

The student loan default rates at the College have traditionally been well below the federal guideline default rate of 30 percent for a two-year cohort, as defined by the Higher Education Opportunity Act of 2008. The College default rates were 19.5 percent in 2009-10, 24.7 percent in 2010-11, and 22.6 percent in 2011-12. These rates do not exceed the federal default rate.

To ensure that the College does not exceed the federal default rate, the College has taken proactive measures to contain and reduce the default rate. The College educates borrowers with information in loan packets, asks borrowers to complete yearly entrance and exit counseling, requires borrowers to complete a money management session, and requires additional references on loan applications; these interventions are in addition to federal requirements. The Financial Aid Department also monitors and assesses student loan default rates regularly. Maintaining a student loan default rate well below the federal guideline, along with the unqualified audit opinions of the College, reflects effective monitoring of and management practices for student loans.

Standard III.D.16.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

- The College follows District procurement procedures (ST3D-7)
- The District ensures that all contracts and agreements are reviewed by their purchasing and contracts staff to ensure that necessary components are included and that District standards and policies are maintained (ST3D-8)

Analysis and Evaluation:

Contractual agreements consistent with mission. Contractual agreements provide the College with services to support its mission and ESMP. The College has objectives to develop and diversify sources of revenue and to initiate and strengthen internal collaborations among its external partnerships with business and industry, other educational institutions, and community groups. These objectives support the College goal of providing human, physical, technological, and financial resources to efficiently and effectively implement educational programs and college services (ST1A-2).

Control and management of contracts. The College provides effective control over all contractual agreements. Board policy and administrative regulations specify the delegation of authority and responsibilities and identify individuals charged with specific responsibilities. The Administrative Services unit, under the direction of the vice president of Administrative Services, has the primary responsibility for the management and control of fiscal resources, including the execution of contract and grant agreements. The Administrative Services unit works closely with all areas of the College to ensure that all departments and programs, including auxiliary/grant programs and the LACC Foundation, adhere to all District policies and procedures and to appropriate federal and state compliance guidelines. All contracts are reviewed by College management, the regional procurement specialist, and the District Contracts office prior to the approval from the Board of Trustees.

The District requires all contracts to contain indemnification, termination, and hold-harmless clauses, and it also requires minimum insurance levels for insurance in order to protect the interests of the District. Contract templates are utilized for various types of contracts that have been developed in conjunction with legal counsel. Added control to maintain integrity in District contracts is provided by the fact that, at the college level, only the vice president of Administrative Services and the College president are authorized to sign contracts. These two individuals have received training in contract administration and management (ST3D-9). All College contracts can be terminated if the required educational standards and requirements of the agreement are not met.

All reports on financial aid, auxiliary services and grants, externally funded programs, and contractual relationships, including the creation of budgets and the issuance of purchase orders and payments to contractors and vendors, are ultimately reviewed and approved by the Board of Trustees. In addition, College procedures require that no invoice is paid without an approved contract or purchase order and a receipt that goods or services are being delivered. This process ensures a strong internal control of all fiscal transactions and management of resources.

Evidence List for Standard III.D.

ST3D-1 Board of Trustees Agenda, September 3, 2014 BF1
ST3D-2 Budget Committee Webpage
ST3D-3 Budget Meeting Aug 17, 2015
ST3D-4 Budget Meeting May 19, 2014
ST3D-6 Grants Review Committee Operating Agreement
ST3D-7 Board Rules, Chapter VII, Article I
ST3D-8 Procurement Policies and Procedures
ST3D-9 District Procurement Training Manual
ST3D-10 2014-15 State Mandated Block Grants
ST3D-11a 2014-15 Revised Budget Allocation for Student Equity Program
ST3D-11b 2014-2015 Revised Budget Allocation for SSSP Non Credit
ST3D-11c 2014-2015 Revised Budget Allocation for SSSP
ST3D-12a 2013-14 Year End Balances
ST3D-12b 2014-15 Year End Balances
ST3D-12c Return of Advanced Growth Funding A
ST3D-12d Return of Advanced Growth Funding B
ST3D-13 LACC Budget Plan to Board of Trustees
ST3D-15 LACC Audit Findings Summary 2009-2014
ST3D-17 Board Rule 7608
ST3D-18 BOT Agendas and Handouts, BOT, 5/13/15 and 8/19/15
ST3D-19 BOT Agendas and Handouts, BFC 3/11/15 and 5/13/15
ST3D-20 Board Rule 7900
ST3D-21 Board Rule 7900.10-7900.12
ST3D-22 BOT Agenda, BF2, 12/3/14
ST3D-23 LACCD Financial Report Information and Frequency, 2015
ST3D-24 LACCD Budget Development Calendar 2015-16, 6/26/15

ST3D-25 LACCD Financial Audit, 6/30/14, pp.82 & 87
ST3D-26 LACCD Financial Audit, 6/30/09
ST3D-27 LACCD Financial Audit, 6/30/10
ST3D-28 LACCD Financial Audit, 6/30/11
ST3D-29 LACCD Financial Audit, 6/30/12
ST3D-30 LACCD Financial Audit, 6/30/13
ST3D-31 LACCD Financial Audit, 6/30/14
ST3D-32 LACCD Financial Audit, 6/30/14, pp.83 & 91-118
ST3D-33 Internal Audit Plan FY 2008-09
ST3D-34 Internal Audit Plan FY 2009-10
ST3D-35 Internal Audit Plan FY 2010-11
ST3D-36 Internal Audit Plan FY 2011-12
ST3D-37 Internal Audit Plan FY 2012-13
ST3D-38 Internal Audit Plan FY 2013-14, 9/11/13
ST3D-39 Internal Audit Plan FY 2014-15, 9/17/14
ST3D-40 Internal Audit Plan FY 2015-16, 4/15/15
ST3D-41 Risk Assessment, 8/27/14
ST3D-42 BOT Agenda-audit, 12/3/14
ST3D-43 BFC Minutes-audit, 12/3/14
ST3D-44 LACCD Bond Financial Audit, 6/30/09
ST3D-45 LACCD Bond Financial Audit, 6/30/10
ST3D-46 LACCD Bond Financial Audit, 6/30/11
ST3D-47 LACCD Bond Financial Audit, 6/30/12
ST3D-48 LACCD Bond Financial Audit, 6/30/13
ST3D-49 LACCD Bond Financial Audit, 6/30/14
ST3D-50 FMPOC Agenda, 11/19/14
ST3D-51 DCOC Agenda, 1/30/15
ST3D-52 DCOC Agenda, 3/13/15
ST3D-53 BOT agenda, 6/24/15
ST3D-54 DBC Procurement Audits Summary Report, 6/10/15
ST3D-55 Procurement Training 6/25/15
ST3D-56 SAP Business Warehouse Finance Screenshot
ST3D-57 SAP Business Warehouse HR Screenshot
ST3D-58 SAP Business Warehouse Instructional Screenshot
ST3D-59 SAP Business Warehouse Procurement Screenshot
ST3D-60 SAP Business Warehouse Time Screenshot
ST3D-61 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12
ST3D-62 ACCJC Letter to District, 7/3/13
ST3D-63 ACCJC Letter, 2/7/14
ST3D-64 BOT Agenda, BF1, Final Budget 2015-2016 PPT, 9/2/15
ST3D-65 Final Budget 2015-2016, 9/2/15, cover letter and p. i
ST3D-66 Final Budget 2014-2015, 9/3/14, cover letter and p. i
ST3D-67 LACCD Financial Audit, June 30, 2014, p 6
ST3D-68 LACCD Press Release on Bond Rating, 12/1/14
ST3D-69 Final Budget 2009-10, pp. i and 1

ST3D-70 Final Budget 2010-11, pp. i and 1
ST3D-71 Final Budget 2011-12, pp. i and 1
ST3D-72 Final Budget 2012-13, pp. i and 1
ST3D-73 Final Budget 2013-14, pp. i and 1
ST3D-74 Final Budget 2014-15, pp. i and 1
ST3D-75 Final Budget 2015-16, 9/2/15, p. i and pp.1-9
ST3D-76 LACCD Financial Audit, June 30, 2014, p.46
ST3D-77 Final Budget 2011-12, Appendix F, 8/5/11, p.3
ST3D-78 Final Budget 2012-13, Appendix F, 8/6/12, p.4
ST3D-79 Board Agenda, BT2, 5/23/12
ST3D-80 Final Budget 2013-14, Appendix F, 8/21/13, p.4
ST3D-81 Final Budget 2014-15, Appendix F, 9/3/14, p.4
ST3D-82 Final Budget 2015-16, Appendix F, 9/2/15, p.3
ST3D-83 Final Budget 2015-16, 9/2/15, p.8
ST3D-84 Title 5, Section 58307
ST3D-85 BOT Agenda, BF2, 4/11/12
ST3D-86 BOT Agenda, BF2, 7/10/13
ST3D-87 BOT Agenda, BF2, 7/9/14
ST3D-88 LACCD Certificate of Liability, 6/26/15
ST3D-89 LACCD Financial Audit, June 30, 2014, p. 45
ST3D-90 Board Rule 7313
ST3D-91 Board Letter, 6/24/15
ST3D-92 Board Rule 7100
ST3D-93 Board Agenda, 6/10/15
ST3D-94 Business Operations Policy and Procedures PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09
ST3D-95 LACCD Financial Audit, June 30, 2014, pp.25-26
ST3D-96 LACCD Asset Management Policies and Procedures, 4/3/09
ST3D-97 Board Rule 7600
ST3D-98 District Budget Operational Plan Instructions 2015-2016
ST3D-99 District Budget Calendar, 2015-2016, 6/26/15
ST3D-100 College Financial Liaison Contact List, 2015-2016
ST3D-101 Draft of 2015-16 Policies and Procedures Manual
ST3D-102 SFP Accountant List, June 2015
ST3D-103 LACCD Financial Audit, June 30, 2014, pp.73-81,86-90
ST3D-104 Senior Director of Foundation Job Description, 3/24/15
ST3D-105 LACCD Foundation Summit, 4/17/15
ST3D-106 Presidents' Council, 6/5/15
ST3D-107 Budget Expenditure Projections, 2nd Qtr 2008-09
ST3D-108 ELAC2Q RecapPkt, 3/12/15
ST3D-109 LACC Foundation Contract, 6/2015
ST3D-110 Foundation Internal Audit Summary, 4/23/14
ST3D-111 Foundation Corrective Action Plans, 9/17/14
ST3D-112 BR 9200-9300
ST3D-113 Admin Regs S-1 to S-7

ST3D-114 Internal Audit Plan 2014-2015
ST3D-115 BFC docs 4/15/15-ASO Audits
ST3D-116 LACCD Financial Audit, June 30, 2014, pp.34-35
ST3D-117 LACCD Financial Audit, June 30, 2014, pp.17-18
ST3D-118 Final Budget 2015-2016, 9/2/15, pp.1-10
ST3D-119 Long Range Forecast, BFC, 3/11/15
ST3D-120 DBC minutes, 4/22/15
ST3D-121 Final Budget 2015-2016 PPT, 9/2/15, p.14
ST3D-122 Final Budget 2015-2016 PPT, 9/2/15, p.8
ST3D-123 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15
ST3D-124 LACCD Financial Audit, June 30, 2014, p.38
ST3D-125 LACCD Financial Audit, June 30, 2014, pp.39-44
ST3D-126 Postretirement Health Benefits Actuarial Valuation, 7/1/13
ST3D-127 Future Costs Analysis, BFC meeting, 2/11/15
ST3D-128 LACCD Financial Audit, p.33, June 30, 2014
ST3D-129 Board Agenda and Minutes, Com. No. BF2, 4/23/2008
ST3D-130 CalPERS Quarterly Financial Statement, 6/30/15
ST3D-131 BR 101001.5
ST3D-132 BR 101020
ST3D-133 LACCD Financial Audit, 6/30/14, pp.82-84
ST3D-134 LACCD Financial Audit, 6/30/13, pp.86-88
ST3D-135 LACCD Financial Audit, 6/30/12, pp.74-78,80-81,84-89
ST3D-136 LACCD Financial Audit, 6/30/11, pp.72,78,81-90
ST3D-137 LACCD Financial Audit, 6/30/10, pp.70,73,76-83
ST3D-138 LACCD Financial Audit, 6/30/09, pp.78,81,84-92
ST3D-139 Administrative Regulations AO-9 to AO-19
ST3D-140 Administrative Regulations S-1 to S-7
ST3D-142 LACCD Bond Financial Audit, 6/30/14, pp.8-10
ST3D-143 LACCD Bond Financial Audit, 6/30/13, p.8
ST3D-144 LACCD Bond Financial Audit, 6/30/12, pp.8-10
ST3D-145 LACCD Bond Financial Audit, 6/30/11, pp.8-13
ST3D-146 SFP classifications
ST3D-147 District Cash Position
ST3D-148 Dedicated Revenue

Congresswoman
DIANE WATSON

Diane Watson's College

Standard IV

Leadership and Governance

Student

EDWARD SANDERS

The Musician's College

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A. Decision-Making Roles and Processes

Standard IV.A.1.
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard:

Creation, encouragement, and support of innovation
- The primary mechanism for improving practices, programs, and services at the college level is through the participatory governance structure, including changes to policy, process, handbooks, and operating agreements. Committees evaluate committee leadership annually (ST1B-61)
- Broad representation on committees allows stakeholders from all areas to bring ideas for change to the committee (ST1A-14, p.12)
- The College holds regular open forums to encourage innovation (ST1B-60a; ST1B-63, ST1B-8; ST4A-1; ST4A-2)

Stakeholder initiative to improve practices, programs, and services
- Campus stakeholders have numerous ways to make their voices heard:
  - All campus stakeholders are represented in college participatory governance committees; faculty participate in department and District discipline meetings (ST1A-14, pp.13-15)
  - All faculty can express their interest to serve on Senate committees (ST4A-3)
  - Students participate through the Associated Student Government (ST4A-4)
- Students, faculty, and staff participate by completing surveys that are used by participatory governance committees and workgroups to improve processes (ST1A-19; ST1A-28; ST3B-1a; ST3B-1b)

- The following committees have membership that includes faculty, staff, administration, and students: College Council, Strategic Planning Committee (SPC), Bond Steering (retired), Enrollment Management Team (EMT), Educational Policies and Program Integrity Committee (EPPIC), Program Review and Effectiveness Subcommittee (PRE), Student Learning Outcomes and Assessment (SLO&A), Technology Steering, Committee on Pathways for Access and Student Success (COMPASS), Facilities Planning, which now includes the functions of the former Bond Steering Committee, and Distance Education (ST1A-14, pp.13-15)

Systematic participative processes
- The Collegial Consultation Agreement between the College president and the Academic Senate, and approved by the Governing Board, establishes the manner in which policy and procedure recommendations on academic and professional matters under the purview of the Academic Senate are brought forward from the Academic Senate to the College President (ST4A-5)
- No change to standing policy is enforced unless the change is approved through the participatory governance process. All recommendations for changes to policies with institution-wide implications go through either the College Council or the Academic Senate (ST1A-14, pp.10-12)
- The College Council includes eight faculty, five administrators, four classified staff, and two students as voting members plus additional non-voting resource members, such as the SLO coordinator and the Staff and Organizational Development coordinator, who bring their particular expertise to the discussions and deliberations of the College Council (ST1B-89, pp.1-2)
- All recommendations made in College Council and Academic Senate are posted on committee websites (ST4A-6; ST4A-7)
- The College has a clearly defined process for discussing, approving, and implementing recommendations of the Academic Senate (ST4A-8, p.9; ST4A-9)
- Meeting minutes include the names of all participants, including guests (ST4A-33, pp.3-5; ST4B-10)
- The College documents the participants in the annual program review process (ST2A-10, p.1)

Analysis and Evaluation:

The College mission and Educational and Strategic Master Plan (ESMP) goals articulate the College's commitment to student success and educational excellence. The mission is to "empower students from the diverse communities it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs." Goals 1 and 2 of the ESMP speak directly to student access and success and Goals 3 and 4 provide support for those goals of student success (ST1A-2, pp.1-2). In operating agreements ("Plan linkages") committees articulate how they support the mission and whether they are charged with oversight over ESMP objectives (ST1B-89, p.7). Through program review, units create planning objectives that align

with ESMP objectives and measures. The College does not have a separate values statement, but the mission and ESMP goals embody the values of the College.

Goals and values are articulated and understood by College constituencies. All stakeholders can bring forward a proposal to change a campus process individually or through a representative on participatory governance committees. An overwhelming majority of faculty and staff are familiar with the mission statement. A majority understands the participatory governance process and agrees that the campus shared governance process allows all campus personnel to participate in decision-making (ST1A-19, #17c,d). Although most students do not know how to bring forth an idea to college leadership to improve a practice, program, or service, a majority agree that student needs are taken into consideration when decision are made (ST1A-28, pp.19-20, #30b, 30c).

The participatory governance structure ensures that all College constituencies are represented. (See Standard IV.A.2 chart indicating constituency membership on governance committees.) All individuals at the campus have the opportunity to provide innovative ideas that can lead to institutional improvement. Individuals can present their ideas to their immediate supervisor. Immediate supervisors, in turn, can take such ideas to their own supervisor. Recommendations can be made directly at open committee meetings or through constituency representatives. Numerous governance committees, including the Department Chair Council and Academic Senate, hold annual retreats or workshops to encourage team building and innovation (ST4A-11; ST4A-12).

Improvement of practice, programs, and services at the college level occurs through the hierarchy of the participatory governance process. All units have representatives on governance committees (ST1A-14, pp.10-12). Any proposed revisions to the College planning and budget development process are reviewed through the College's participatory governance structure, which gives all stakeholders the opportunity for review and input. As with the program review process, all proposed revisions to the College planning and budget development process are made by mutual agreement between the College president and the Academic Senate.

Improvement of practice, programs, and services at the unit level occurs through the program review process, which includes a review of SLO assessments and disaggregated, longitudinal data to generate dialogue and unit planning objectives for improvement (ST1A-25; ST1A-26; ST1B-93a; ST1B-93b; ST1B-93c). Discussions for improvement take place at unit meetings and informally between colleagues. The entire unit has the opportunity to participate in the program review process, and all results are posted online (ST1B-68). The Educational Policies and Program Integrity Committee (EPPIC) validates program review, thus linking unit-level improvement to the governance process. A summary report of the program review results, which includes recommendations, is prepared by EPPIC and forwarded to the Academic Senate for action as a recommendation to the College president (ST4A-13). Stakeholders may identify potential areas for improvement to the program review process and bring those forward for discussion in participatory governance committees for review and input by all college stakeholders. Ultimately all revisions to the program review processes are made by mutual

agreement between the College President and the Academic Senate per the LACC Collegial Consultation Agreement (ST4A-5).

The outcomes of college and program review are available to the public online, with the Office of Institutional Effectiveness charged with creating and posting data and supporting documentation. An online link to the Scorecard on the College main page provides information on momentum points and completion in remedial English/ESL/math; persistence; students who completed over 30 units; and degree, certificate, and transfer rates. Online College profiles provide information on completion, access, and financial aid (ER2-3, ER2-4; ER2-5). Data sets used to assess the ESMP are online, as are the results of ESMP assessments and committee assessments (ST1A-4). Learning outcomes information is posted online (ST1B-95), as are the results of faculty hiring (ST4A-14) and resource request prioritizations (ST1B-94a; ST1B-94b). Institutional performance data are disseminated to the campus in other forums, including open sessions on the six-year revision of the mission and ESMP, Faculty Symposium, Days of Dialogue, and on-campus professional development sessions. All reports and presentations are stored on the website and as such are made available to all College constituencies.

The College uses the participatory governance structure to implement policy changes that have significant institution-wide implications. For example, the 2013 redesign of the governance structure included presentations at all major campus committees, and ultimately the process was approved at the Academic Senate and College Council (ST1B-90, pp.1-2). Similarly, all major participatory governance committees contributed to the 2013-14 revision of the mission statement (ST1A-18) and the ESMP (ST4B-1, p.2). The Integrated Planning and Governance Handbook was vetted at all major college committees, including the College Council, and approved by mutual agreement between the Academic Senate and College president (ST4A-15, p.3; ST4A-16; ST4A-17). The Distance Education Plan and Handbook, including distance education policies, went through the participatory governance process and was approved by the College president on the recommendation of the Academic Senate (ST4A-18; ST4A-19). Through the governance process, all constituencies had the opportunity to engage in the writing of ESMP supporting plans including the Staff and Organizational Development Plan (ST1A-12, p.2), Distance Education Plan (ST1A-3, p.10), Human Resources Plan (ST1A-10, p.2), and Technology Resources Plan (ST1A-11, p.2).

Standard IV.A.2.
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

Policies and procedures that describe constituency roles in governance
- The College's policy on administrator, faculty, and staff participation in decision-making regarding institutional policies and procedures is described in the Integrated Planning

Handbook. The handbook describes the roles for each group in governance, including planning and budget development. An agreed upon policy ensures that "all campus constituencies (administration, classified staff, faculty, and students) work collaboratively and collegially." The policy defines how recommendations for change are made. (ST1A-14, p.9)

- The Board of Trustees recognizes the role of the Academic Senate (ST4A-20)
- All full-time faculty members are required to serve on at least one committee or equivalent (ST1C-34, p.133)
- Each operating agreement for each committee establishes membership and decision-making processes (ST4A-25)
- Documents that describe the official responsibilities and authority of faculty and academic administrators in curricular and other educational matters:
  - Collegial Consultation Agreement 2012 (ST4A-5)
  - Administrative Regulations E-64 (program approval) and E-65 (course approval) (ST4A-23; ST4A-24)
  - Board Rule (ST4A-22) states that courses and programs shall be approved by the Board of Trustees
  - Board Rule (ST4A-20) recognizes the role of Academic Senates
  - Integrated Planning Handbook (ST1A-14, pp.13-15)
  - A New Model for Governance (ST1B-90, pp.3-7)
  - Distance Education Handbook (ST1B-55, p.11)
- Documents that describe the role of students
  - The Board of Trustees recognizes the role of students (ST4A-21)

Analysis and Evaluation:

Based on committee operating agreements, participatory governance committees have faculty, staff, student, and administration representatives in a voting or liaison capacity:

Committee	Faculty	Staff	Student	Administration
College Council	●	●	●	●
Strategic Planning Committee	●	●	●	●
Staff and Organizational Development	●	●		●
Technology Steering Committee	●	●	●	●
Enrollment Management Team	●	●	●	●
COMPASS	●	●	●	●
Facilities Planning Committee	●	●	●	●
Budget Committee	●	●	●	●
Accreditation Team	●	●		●
Career Technical Education	●	●		●
Academic Senate	●		●	
Educational Policies and Program Integrity Committee (EPPIC)	●	●	●	●
Program Review and Effectiveness	●	●	●	●

Committee	Faculty	Staff	Student	Administration
SLO and Assessment	●	●	●	●
Academic Affairs Resource Allocation	●			●
Faculty Hiring Prioritization	●			●
Distance Education	●	●	●	●

The LACC Integrated Planning and Governance Handbook describes the College's participatory governance and decision-making processes, including how individuals bring forward ideas and how stakeholders work together to make recommendations to improve the college (ST1A-14). Each committee has an operating agreement that defines its role and responsibilities, outlines its operational structure, and describes how the committee assesses its work towards continuous quality improvement of the institution. Operating agreements are posted online and updated periodically as identified in the agreement itself, with any changes approved by the College Council or Academic Senate Executive Committee as appropriate.

The participatory governance structure is designed so that institutional plans, policies, and other key considerations are acted upon in a timely manner, with final recommendations on policy changes forwarded to the College president by either the College Council or Academic Senate, as appropriate. The effectiveness and functioning of policies and procedures can be seen in agendas and minutes that demonstrate the regularity of meetings, actions taken, and discussions; annual committee assessments (see the report of assessments completed each year in Standard IV.A.5); and the number of recommendations that are submitted to the College president.

The College Council submits formal written recommendations on resource allocation, operational decision-making, and institution wide quality assurance and process improvement to the College president. If the recommendation is accepted, the College president signs and returns the form to the College Council co-chairs, who report the final status of the recommendation at the next appropriate College Council meeting. If the recommendation is rejected, the president provides a written response to the College Council. The outcome is noted in the minutes, and the recommendation is posted online by the College Council co-chairs (ST4A-26).

The Board of Trustees recognizes the Academic Senate's role as the legal representative of the faculty in making recommendations to the College president with respect to policies and processes that are academic and professional matters (ST4A-20). The College president can approve, approve with modifications, or reject a recommendation. If modified or rejected, the president provides a written explanation to the Academic Senate per the requirements of Title 5 §53203 of the California Code of Regulations. The Academic Senate president posts online the signed recommendation, and the final dispositions of recommendations are noted in minutes.

The Board of Trustees recognizes the role that students have in participating effectively in the formulation and development of college policies and procedures that have a significant effect on students (ST4A-21). The College supports the participation of students by ensuring a student representative exists on all primary participatory governance committees. Students are represented through the Associated Student Government, which has membership on major shared governance committees, including the College Council, the Strategic Planning Committee

(SPC), the Bond Steering Committee, and the Educational Policies and Program Integrity Committee (EPPIC).

Standard IV.A.3.
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard:

Roles of administrators and faculty in governance
- The committee with primary oversight of institutional policies, planning, and budget is the College Council (ST1B-89)
- Other committees that deal with institutional policies, planning, and budget are the SPC, Budget Committee, and EPPIC (ST1B-24; ST4A-27; ST1B-27)
- The campus has clearly defined roles for faculty and administrators in policy making, planning, and budget (ST1A-14, pp.10-12)
- The College president and Academic Senate established a Collegial Consultation Agreement that delineates the collegial consultation process, identifies the academic and professional matters for which the College president is to rely primarily on the advice and judgment of the Academic Senate, and identifies the academic and professional matters for which the College president is to reach mutual agreement with the Academic Senate (ST4A-5)
- The faculty through the Academic Senate have primacy in terms of academic and professional matters (ST4A-20)

Analysis and Evaluation:

The College has clearly defined decision-making roles for faculty and administrators in budget prioritization, faculty hiring, strategic planning, and program review (ST1A-14, pp.10-12). Each participatory governance committee of the College Council and the Academic Senate has an approved operating agreement that defines the committee's purpose and responsibilities, its membership based on stakeholder representation, and its operational procedures.

Faculty and administration make up the majority of governance committees, allowing them to share the various perspectives that represent their constituencies. The College Council has eight faculty and four administrators, together constituting 67 percent of the total membership. The Strategic Planning Committee has 11 faculty and six administrators, constituting 89 percent of the total membership; the Budget Committee has nine faculty and eight administrators for 94 percent of the total; and EPPIC has 15 faculty and five administrators for 91 percent of the total.

Standard IV.A.4.

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard:

Policies and procedures

- The college Curriculum Committee operates under the auspices of the college Academic Senate and has primary responsibility for making curriculum recommendations (ST4A-28)
- New curriculum needs are identified and validated through program review, and a formal process exists for approving new courses (ST4A-29, pp.6-24)
- New student learning programs needs are identified and validated through program review, and a formal process exists for approving new degree and certificate programs (ST2A-8; ST4A-23)
- The roles of administrators and faculty in curriculum are delineated in the Collegial Consultation Agreement 2012 (ST4A-5)
- The Integrated Planning and Governance Handbook articulates faculty and academic administrator roles in governance committees including curriculum and student learning programs and services (ST1A-14, pp.10-12)

Analysis and Evaluation:

Board Rules state that courses and programs shall be approved by the Board of Trustees (ST4A-22, p.1), with faculty having primacy in terms of academic and professional matters (ST4A-20). At the district level, the District Curriculum Committee, which operates under the auspices of the District Academic Senate (DAS), has primary responsibility for making recommendations in the area of curriculum development, including maintaining oversight of the curriculum approval process; ensuring compliance with statutory and regulatory changes; making curriculum development and academic standards policy recommendations; and ensuring faculty, staff, and students participate in curricular discussions. The District Academic Senate oversees the functions of the various District wide discipline committees and ensures that faculty representatives of disciplines from each college meet to discuss general issues, concerns, and changes related to their disciplines and to make District-level recommendations affecting the disciplines in the areas of curriculum and faculty qualifications to the District Academic Senate.

At the college level, the Academic Senate Curriculum Committee is responsible for the approval of all new programs and courses and for revisions to all programs and courses. All courses are reviewed and updated at least every six years, and all updates and revisions to the courses are approved by the Curriculum Committee. The Curriculum Committee also reviews and approves requests to offer courses as honors courses and as distance education courses, and it approves all new and revised course and program SLOs for all courses, degree programs, and certificate programs. The Curriculum Committee also approves requests to delete or archive courses that

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are no longer needed. The Curriculum Committee is composed of one representative from each academic department and is chaired by the vice president of the Academic Senate (Curriculum chair). The Curriculum Committee maintains a Technical Review Committee that reviews all proposals for new courses and programs, and all course updates, for compliance with legal requirements and local curricular standards. The Distance Education Handbook describes the process for approving DE curriculum and describes supporting programs and services (ST1B-55).

The College follows the District process for approving new courses, as described in District administrative regulation E-65. All proposals for new courses are first reviewed by the discipline faculty before they are submitted for technical review. Once the discipline faculty agree to the new course proposal, it is submitted to the Curriculum chair, who then reviews the course and either forwards it to the Technical Review Committee for its review or returns it to the discipline faculty for further work. Upon completion of the 14-day technical review period, the Curriculum chair reviews the results of the technical review and returns it to the discipline faculty to address required corrections identified by the Technical Review Committee, as needed. Once a new course has completed the technical review process, the Curriculum chair brings the new course to the Curriculum Committee for review and approval. Following Curriculum Committee approval, the new course is then forwarded to the Academic Senate for approval. Following all college-level approvals, the new course is then submitted to the district vice chancellor for Educational Programs and Institutional Effectiveness for review and submission to the Board of Trustees for approval.

The College follows the District process for approving new degree and certificate programs, as described in the District administrative regulation E-64. Local approval begins with EPPIC to ensure that the proposed new program meets needs identified and validated through program review. After initial approval by EPPIC, the department completes a form that corresponds to the State Chancellor's Office form CCC-501: Application for New Credit Program (ST2A-8). The new program proposal is then submitted to the Curriculum Committee for review and approval, and then to the Academic Senate for approval. All new degree and certificate programs approved by the Academic Senate are reviewed by the vice president of Academic Affairs and then reviewed and approved by the College president. Following approval by the College president, all new programs are then submitted to the vice chancellor for Educational Programs and Institutional Effectiveness for review and submission to the Board of Trustees for approval (ST4A-23, p.7).

Student learning programs are assessed and improved through the established program review process, which includes assessment of program and course student learning outcomes, and includes validation by academic deans. Recommendations for student learning programs may include a viability study, the process for which is well defined (ST2A-7). The results of the comprehensive and annual program reviews, including recommendations for improvement, are reviewed by the appropriate vice president and then reviewed and approved by EPPIC as recommendations to the Academic Senate. Following review and approval by the Academic Senate, the recommendations from all program reviews are forwarded to the College president for review and approval. Upon approval by the president, all recommendations for program

improvement are official recommendations that must be addressed by programs and documented in subsequent program reviews.

The effectiveness and functioning of policies and procedures that ensure faculty and academic administrators have the responsibility for making recommendations about curriculum and student learning programs and services can be seen in agendas and minutes that demonstrate regularity of meetings, actions taken, and discussions; annual committee assessments; and the number of recommendations that are submitted to the College president.

Distance Education. In April 2013, the College submitted a report to the ACCJC concerning "The Addition of Courses Constituting Fifty Percent or More of the Units in a Program Offered through a Mode of Distance or Electronic Delivery." The ACCJC commended the College on the "completeness and clarity of the proposal" (ST4A-31). Through its curriculum review process, the College tracks if any programs surpass 50 percent of courses delivered through DE.

Standard IV.A.5.
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

Written policies ensuring relevant perspectives
- The College has a written policy on governance procedures that specify roles and ensures that "all campus constituencies (administration, classified staff, faculty, and students) work collaboratively and collegially" in the participatory governance process. The College has a clear planning and decision-making process. (ST1A-14, p.8)
- Each operating agreement for each participatory governance committee establishes the committee's purpose, membership, and decision-making processes (ST4A-25)
    - The operating agreements that describe the academic roles of faculty in areas of student educational programs and services planning include: the Academic Senate, Curriculum Committee, Student Learning Outcomes & Assessment Committee, Distance Education Committee, and EPPIC

Handbooks and manuals outlining roles for constituencies and ensuring institutional consistency
- Integrated Planning and Governance Handbook; 2014 (ST1A-14)
- Curriculum Handbook, 2015 (ST4A-29)
- Institutional Integrity Manual, 2015 (ST1C-2)
- Distance Education Handbook, 2014 (ST1B-55)
- Department Chairs Handbook, 2013 (ST4A-32)
- Committee Chair Handbook, 2013, revised 2015 (ST4A-33)
- Business Office Desk Procedures Manual, 2013 (ST4A-10)

- SLO Handbooks, 2012, revised 2015 (ST1B-1; ST1B-2; ST1B-3; ST1B-4)
- SLO Course Coordinator Roles and Responsibilities, 2015 (ST1B-36)
- SLO Department Coordinator Roles and Responsibilities, 2015 (ST1B-5)
- Faculty Handbook (revised annually) (ST4A-30)
- Outreach job descriptions, 2015, used for training for student ambassadors, career guidance counseling assistants, classified staff, and faculty (ST1C-26a; ST1C-26b)

Analysis and Evaluation:

The participatory governance structure is designed so that all constituencies have input and participation in College decision-making processes, and that institutional plans, policies, and other key considerations are acted upon in a timely manner. (See Standard I.B.8.) All participatory governance committees have approved operating agreements and consistent annual assessments that are posted online. Operating agreements allow committee membership from all constituencies to know essential information about how committees contribute to achieving ESMP goals, improving learning, and helping the College meet its mission (ST4A-25, Decision Making/Recommendations and Plan Linkages).

The College Council makes recommendations on resource allocation, operational decision-making, and institution wide quality assurance and process improvement to the president. Such recommendations are developed through collegial discussion in committees and task forces under the purview of the College Council in accordance with their purposes and specific charges. These bodies are representative bodies of college constituencies and include faculty, staff, students, and administrators. Once a proposal is developed, discussed, and approved by a committee, it is forwarded to the College Council for review and action. Recommendations approved by the College Council are submitted to the college president in writing for a final decision. If the recommendation is accepted, the president signs and returns the form at the next meeting. If the recommendation is rejected, the president provides a written response at the next meeting. The outcome is noted in the minutes, and the recommendation is posted online by the College Council co-chairs. The operating agreement for the College Council outlines the expectations for members, including developing a college wide perspective, participating actively and regularly, communicating with constituencies, and observing standards of ethical conduct (ST1B-89, p.3).

The Academic Senate engages in discussions and provides recommendations to the president on academic and professional matters. Staff, students, and administrators are all represented appropriately on senate committees, in accordance with all applicable collective bargaining agreements, Board Rules, regulations, and statutes. Such recommendations are developed through collegial discussions in committees and task forces under the purview of the Academic Senate in accordance with their purposes and specific charges. Once a proposal is developed, discussed and approved by a committee it is forwarded to the Academic Senate for review and action. Recommendations approved by the Academic Senate are forwarded to the college president in writing for a final decision. The Academic Senate submits formal written recommendations on academic and professional matters to the College president. The College president may approve, approve with modifications, or reject a recommendation. If modified or

rejected, the president provides a written explanation to the Academic Senate per the requirements of Title 5 sec. 53203 and the LACC Collegial Consultation Agreement (ST4A-5). The outcome is noted in the minutes and the recommendation is posted online by the Academic Senate. At the start of each fiscal year, a presentation is made that outlines the roles and responsibilities for academic senators (ST4A-34; ST4A-35).

Annual assessments of each participatory governance committee document the participation of all members and list the number of guests. Evidence that the efforts of the College Council and Academic Senate have resulted in College improvement include the governance restructuring, adoption of the formal integrated planning process, faculty prioritization process (used for the last three years), and ongoing use of planning processes to drive resource prioritization. In addition, over the past five years, the College has approved ten AA degrees, three AS degrees, 11 certificates of achievement, and 14 Associate Degrees for Transfer (ADTs) that will provide additional opportunities for students to transfer to CSUs (ER3-1). The College has also streamlined the curriculum technical review process so that courses can be approved in a timely manner; a process that used to take months now takes 14 days.

In addition to the formal participatory governance reporting structure, regular communications to the College occur through City Chatter, President's Newsletters, press releases from the District, press releases from the president's office, Vice President's Newsletters, My LACC Story, The Collegian, and open forums such as the Days of Dialogue, Faculty Symposium, and Staff Symposium.

College employees are aware of College efforts to achieve goals and improve learning, including institutional priorities, student learning/service outcomes, the program review process, and the learning outcomes for each of the courses they teach. An increasing percentage of employees is familiar with the campus-wide planning process and how it drives LACC's budgeting of resources. (ST1A-19, #6c.)

Standard IV.A.6.
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

Documentation of processes for decision-making
- Processes for decision-making are articulated in the Integrated Planning Handbook (ST1A-14)
- Committee operating agreements describe how the committee makes decisions and recommendations (ST4A-25, Decision Making/Recommendations)

Communication of decisions
- Committee decisions are documented in minutes that are approved at the subsequent meeting and then posted online; recommendations and committee outcomes are

documented in committee annual assessments, which are approved by committee and posted online (ST1B-61)

- All committee documents are stored on the College website and are accessible to the public (ST4A-33, pp.8-9)

Analysis and Evaluation:

The Integrated Planning Handbook describes how ongoing and systematic evaluation and planning allows the College to refine its key processes and how the structure and processes allow the College to support, assess, and improve student learning; explains how resources are allocated to support student learning; and guides the College in using data to support dialogue about processes and the improvement of institutional effectiveness (ST1A-14). Part of educating the campus about the processes described in the handbook included breakout sessions at Faculty Symposium; in addition, governance committees were asked to review the process maps (ST4A-36, p.23).

The participatory governance committee structure supports the dissemination of information across the College. The College President and vice presidents provide reports to the College Council, including newly approved policies and procedures, directives, and decisions made that affect the campus. These are reflected in the minutes and archived at the College Council website (ST4A-6).

The College Council and Academic Senate each have as a standing item on their agendas the status of previous recommendations, which are shared with the committee and formally documented in committee minutes. Committee chairs are trained on how to disseminate information to the College (ST4A-33).

Standard IV.A.7.
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

Evaluation of governance and decision-making structure and how communicated
- As part of annual assessment, all campus governance committees document all changes that were made to policies, procedures, and processes. Committee annual assessments are approved and posted online at the committee website. (ST1B-61)
- The committee chair is responsible for posting committee outcomes (ST4A-33, p.1)

Analysis and Evaluation:

All governance committees under the College Council and the Academic Senate are required to compile annual committee assessments that document that committee guidelines were followed, agendas distributed, and minutes posted; that list all committee action items; that identify areas for improvement for the committee; and that identify committee goals for the next academic year. Annual assessments are completed within the committee, so members share results with constituencies. Following completion and approval by the committees, the assessments are reviewed and approved by the College Council or Academic Senate, as appropriate, and posted online at the committee website (ST1B-61). The annual assessment template itself was expanded in spring 2015 to make the documentation of committee evaluation more comprehensive.

All College planning and governance processes are documented in The Integrated Planning and Governance Handbook and are evaluated by the Strategic Planning Committee at least every three years to assure their integrity and effectiveness. Any recommended changes are subject to approval by the Academic Senate through mutual agreement with the president (ST1A-14, p.4). Committee handbooks and plans indicate when they are to be updated and assessed. Any changes are approved through the governance process, documented in minutes, and posted online at the committee website.

Some examples of improvements made as a result of a review of governance and decision-making policies, procedures, and processes include the following:
- Created an online system for committees to track action plans and measures towards ESMP objectives (ST4A-38)
- Created of an online system for units to track action plans and measures developed through program review (ST1B-68)
- A review of the budget process assessment resulted in significant revisions to the budget development and resource allocation processes that were approved in June 2014 and further reviewed, revised, and approved in June 2015 (ST1A-14, pp.23-26)
- Standardized the template for committee operating agreements, including review of all operating agreements, to clarify roles and responsibilities and to bring committee memberships in line with collective bargaining agreements (ST4A-25)
- Standardized the template for committee annual assessments (ST1B-61)
- Expanded use of SharePoint to document outcomes, including operating agreements that specify committee membership and processes, and to document annual assessments that track committee member participation
- Increased participation in program review among operational units, which more broadly links resource allocation across the institution to college integrated planning (ST1B-93a; ST1B-93b; ST1B-93c)
  - Increase in unit planning objectives (205 in 2013-14, 273 in 2014-15; 301 in 2015-16)
  - Increase in unit planning objectives completed (0% in 2013-14 to 10% in 2014-15) and in progress (21% in 2013-14 to 38% in 2014-15)
- Major review and restructuring of College processes and policies occurred 2013-15 and included the restructuring of College governance structures, which culminated in the

approval of The New Model for Governance in spring 2013 and the completion and approval of the Integrated Planning and Governance Handbook in spring 2015. The New Model for Governance clarified committee responsibilities and reporting, more clearly aligned student success efforts with institutional planning, and helped ensure that faculty, staff, students, and administrators increased engagement and worked cooperatively to make recommendations on policies and processes aimed at increasing student success (ST1B-90)

- To address concerns with attendance, the Academic Senate wrote an attendance bylaw requiring replacement of members who miss meetings. Members appointed by the Academic Senate who miss more than 25 percent of the regularly scheduled meetings are replaced by the Academic Senate president (ST4A-8, p.6)
- The Academic Senate revised its bylaws to give the Academic Senate Executive Committee authority over committee operations, including the final approval of Academic Senate committee operating agreements.
- Through regular consultation, faculty leadership and senior staff members collaborate on ways to utilize the governance structure to resolve areas of weakness. Significant outcomes include the Hiring Prioritization Process and Classified Prioritization Process.
- The functions of the Bond Steering Committee were integrated into the Facilities Planning Committee, in large part due to the recognition that as the Bond funded capital construction projects were completed, focus would need to shift to facilities planning and maintenance (ST4A-37)
- Also see Section IX. Changes and Plans Arising Out of the Self Evaluation Process

Action Plan. Starting in spring 2016, the College Council and Academic Senate will create an end of year document that describes all recommendations passed and how those recommendations resulted in improved College operations. The document will include a summary of subcommittee annual assessments and provide a clear way to communicate how the College evaluates its governance and decision-making structures.

Quality Focus Essay Plans.
- By spring 2016, the College will create an enrollment management taskforce to develop and monitor recruitment. (Supports action project objective 1.2.)
- By 2019, the College will consider the long-term relationship and reporting structure of the new enrollment management task force and the Enrollment Management Team, towards the integration of enrollment management committee(s) into the formal committee reporting structure. (Supports action project objective 1.4.)

Evidence List for Standard IV.A.

ST4A-1 Classified Symposium 2013
ST4A-2 Accreditation Kickoff 2013
ST4A-3 Senate Committee Interest Form
ST4A-4 ASG Website
ST4A-5 Collegial Consultation Agreement 2012
ST4A-6 College Council Agendas and Minutes
ST4A-7 Academic Senate Agendas and Minutes
ST4A-8 Academic Senate Bylaws
ST4A-9 Academic Senate Standing Rules
ST4A-10 Business Office Desk Procedures Manual
ST4A-11 2013 Senate Retreat Schedule
ST4A-12 Senate Retreat Agenda 2012
ST4A-13 Senate Resolution 2014-15 Annual Program Review Summary
ST4A-14 HPC Home Page
ST4A-15 College Council Recommendation #109
ST4A-16 Senate Resolution approving Integrated Planning and Governance Handbook
ST4A-17 Academic Senate Resolution approving Integrated Planning and Governance Handbook Spring 2015
ST4A-18 Senate Resolution approving Distance Education Plan
ST4A-19 Senate Resolution approving Distance Education Handbook
ST4A-20 Board Rules, Chapter XVIII, Article 1
ST4A-21 Board Rules, Chapter XVIII, Article 2
ST4A-22 Board Rules, Chapter VI, Article I
ST4A-23 Administrative Regulation E-64
ST4A-24 Administrative Regulation E-65
ST4A-25 Operating Agreement Template
ST4A-26 College Council Resolutions Webpage
ST4A-27 Budget Committee Operating Agreement
ST4A-28 Curriculum Committee Operating Agreement 2013
ST4A-29 Curriculum Handbook
ST4A-30 Faculty Handbook
ST4A-31 ACCJC Response to DE Sub Change Report 2013
ST4A-32 Department Chairs Handbook
ST4A-33 Committee Chair Handbook June 2015
ST4A-34 LACC Senate Presentation Sept 17, 2015
ST4A-35 The Purpose of the Senate Sept 17, 2015
ST4A-36 Integrated Planning Breakout Fall 2015
ST4A-37 Facilities Planning Operating Agreement
ST4A-38 ESMP Online Tracking System

Standard IV.B. Chief Executive Officer

Standard IV.B.1.

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

- The College governance structure is designed so that the president (CEO) approves all College Council and Academic Senate resolutions (ST1A-14, p.9)
- The College president oversees Academic Affairs, Student Services, and Administrative Services (See Section IV.B Organizational Chart, p.42)
- The president and Academic Senate have a Collegial Consultation Agreement delineating responsibility for academic and professional matters (ST4A-5)

Analysis and Evaluation:

The president communicates institutional values, goals, institution-set standards, and direction to the College by approving formal recommendations submitted through the governance process, including making changes to planning procedures, reporting at local and District committees, holding meetings with community leaders, developing and approving the College budget, and hiring personnel.

The College Council submits formal written recommendations on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement to the college president. If the recommendation is accepted, the president signs and returns the form at the next meeting. If the recommendation is rejected, the president provides a written response at the next meeting. The outcome is noted in the minutes, and the recommendation is posted online by the College Council co-chairs. The Academic Senate submits formal written recommendations on academic and professional matters to the president. The president can approve, approve with modifications, or reject a resolution. If modified or rejected, the president provides a written explanation to the Academic Senate per Title 5 of the California Code of Regulations. The outcome is noted in the minutes, and the Academic Senate president posts the recommendation online.

The president regularly attends the College Council, Bond Citizen Oversight Committee, District Board of Trustees, District President's Council, District Budget Committee, District Whistleblower Committee, District Executive Budget Committee, and District Chief Instructional Officer's Committee. The president attends the District Accreditation Planning group and attends LACC accreditation team meetings. The president periodically attends the Department Chairs Council, Enrollment Management Team, and other campus committees, as necessary. The president meets regularly with senior staff (the three vice presidents) and the management team (all the deans and classified management), and has regular consultations with

the Sheriff, Academic Senate, AFT-1521, SEIU-721, and Faculty Union. The president attends District meetings, as required, and is an ex officio member of the LACC Foundation Board. Outside of LACC and the LACCD, the president is a member of the LA Chamber of Commerce and the Hollywood Chamber of Commerce. The 10,000 Business Program with Goldman Sachs (a subcontract under Long Beach) reports directly to the president.

The president initiates regular communication with the campus through the fall and spring President's Newsletter, through the City Chatter newsletter that provides information on campus events, and through regular town hall meetings, such as the Days of Dialogue. The president makes frequent presentations to the Board of Trustees on campus planning, organizing, and budget; such presentations have focused on the District Budget Committee (2014), Outreach and Recruitment Committee (January 2015), Facilities Committee updates/reports (2014), the Strategic Plan (2014), the Equity Plan (2014), and the new mission (2014).

The president approves the College budget. The management team, headed by the president, is given printouts of all budget expenditures during each meeting, with a focus on negative balances and making appropriate transfers, as necessary. In 2014, a new process was initiated to ensure that senior staff does a quarterly check of all budget expenditures, including such funds as SSSP.

In selecting personnel, the president adheres to all contracts. The president does the final interview on all probationary faculty hires and classified and academic administrators. The probationary faculty hiring prioritization list is submitted to the president, who has the opportunity to make edits and return the list to the Academic Senate (ST3A-1b). An analogous classified hiring prioritization process has been established to prioritize classified staff positions according to need (ST3A-2). Requests to hire classified staff must also be reviewed and approved by the District Personnel Commission. The president does evaluations on all vice presidents and has final sign-off on all administrator evaluations.

The Professional Development Committee provides regular reports to the president, ensuring that professional development opportunities exist for all campus personnel. The president encourages leadership by ensuring that the vice presidents participate in state conferences. LACC representatives will be attending the next conference, for example. The president supports leadership training, including trainings in legal counsel, Blackboard technology, and sexual assault. The president meets with high school principals through the Area Superintendent and Principals monthly meetings, which meetings give the College the opportunity to highlight programs and scholarships.

The president oversees institutional effectiveness. The integrated planning cycle is based on a culture of evidence and focuses on student learning. The president approves the College mission, the ESMP, the results of comprehensive and annual program review, and the budget prioritization process (ST1A-14, pp.37-41). The president oversaw the writing of the Integrated Planning Handbook and participated in the final review of this document. The dean of Institutional Advancement reports to the vice president of Academic Affairs, though both make regular reports and share data with the president. The integrated planning cycle ensures that data

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on student achievement and student learning is used for unit and College planning, which guides resource allocation (ST1A-14, pp.16-26).

The president receives periodic updates from senior staff on access and success measures, federal Title V grants, and construction progress and timelines, among other relevant data. Senior staff reviews enrollment data and other issues on a daily basis leading up to beginning of each semester. Program review results are reviewed by the president, and recommendations resulting from program review results are considered at the Academic Senate and shared with appropriate constituencies (ST4A-13). These results include an assessment of data and analyses of institutional performance on ESMP measures and unit planning objectives.

The College president has been honored with three prestigious awards: Distinguished Alumni for College of Health & Human Services, California State University; Outstanding Alumni, Sacred Heart of Jesus High School; and Outstanding Community Leader, East Los Angeles Community Center.

For a list of major developments at the College since the last educational quality and institutional effectiveness review, see Section I: Introduction.

Standard IV.B.2.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

- The College's administrative structure supports the Academic Affairs, Student Services, and Administrative Services divisions (See Section IV.B Organizational Chart)
- The president evaluates the administrative structure through the program review, planning, and budget prioritization processes (ST1A-14, pp.37-41)
- All administrators working directly under the president have clearly defined job descriptions (see Standard III.A.1)

Analysis and Evaluation:

The College's administrative structure is comparable to other similarly sized higher education institutions. Evaluation of the administrative structure occurs through the planning to budget prioritization process. All campus areas write unit planning objectives that are reviewed by the president. Final budget prioritizations are approved by the president. Through this process, the president reviews hiring needs, including probationary faculty and classified staff. All notice of intent to fill positions are signed off by the president after budgets are identified (evidence in the HR Guide). Evaluations of vice presidents are done annually using a District HR template, with the results stored in the president's office and at the District deputy chancellor's office.

All administrators working directly under the president have clearly defined job descriptions. Evaluations of deans occur once a year. Job duty statements are updated annually, and a mid-year review is part of this process.

In fall 2013, Academic Affairs IDWGs were realigned based on a review of IDWG dean job descriptions and department alignments. The purpose was to allow one dean to focus on first year experience, student success, and Achieving the Dream. Department oversight was realigned in consultation with the Teamsters. In fall 2014, the vice president evaluation template was edited by all District presidents and put online. In spring 2015, the president recognized a need to codify grant development at the campus to ensure that all new grants clearly supported the ESMP. The decision was made to hire a new Strategic Program Support and Resource Development dean to oversee grants. As another example, the International Studies Program coordinator was a faculty position, but was changed to a classified position to align with what other colleges are doing.

The College agrees that the president provides effective leadership in selecting and developing personnel (ST1A-19, #19c).

Standard IV.B.3.

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard:

- The president approves the values, goals, and priorities by approving the mission, ESMP, and annual ESMP priorities (ST1A-14, p.3; ST1A-18; ST4A-15; ST1A-21a; ST1A-21b; ST1A-21c)
- By approving the ESMP and progress reports, the president ensures that the College evaluates whether institutional planning and implementation efforts achieve the mission of the institution (ST4B-1; ST4B-2; ST1A-4; ST1A-22)
- The president ensures that planning relies on external and internal data analysis such as access and success measures, SLO assessment results, and campus surveys. The approved cycle ensures that planning culminates in resource requests, which are prioritized based

on alignment with ESMP objectives and College priorities in support of student achievement and learning (ST4A-17)

- The president approves the institutional performance standards for student achievement as assessed annually through the ESMP implementation grid (ST1B-107)

Analysis and Evaluation:

Through recommendations from the College Council and Academic Affairs, the president guides College improvement. The mission, ESMP, and College priories are written and evaluated, and institution standards are set, through the integrated planning process. The integrated planning cycle ensures campus wide, collegial participation (ST4A-5; ST1A-14, pp.10-12). At the unit level, planning occurs as a result of external and internal data analysis in program review, including access and success measures, SLO assessment results, and campus surveys. The analysis results in unit planning objectives, which are supported through resource requests that are prioritized in terms of how well they support College priorities (ST1A-21a; ST1A-21b; ST1A-21c). At the unit level, the president reviews the results of program review by evaluating the EPPIC Program Review Summary and approves the final resource request prioritization. At the College level, the president reviews the evaluation of planning activities towards achieving the mission (ST1B-107; ST4B-2). All recommendations that result from the integrated planning process come through the College Council and Academic Senate. All College Council recommendations are approved by the president, as are Academic Senate resolutions dealing with operational matters (ST4B-3; ST4B-4).

Standard IV.B.4.
The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

- The Accreditation Team and Accreditation Steering Committee have membership that includes faculty, staff, and administrative leaders; both the team and the committee report regularly to the president (ST1A-9; ST1C-23a; ST1C-23b)
- The online SharePoint accreditation website houses all information pertinent to the College's accreditation efforts (ST4B-5)

Analysis and Evaluation:

The president provides opportunities for faculty, staff, and administrative leaders to familiarize themselves with eligibility requirements, accreditation standards, and Commission policies. The president assigned the ALO position to the vice president of Academic Affairs and reassigned a faculty member as accreditation co-chair. The president authorized the Accreditation Team and Accreditation Steering Committee to ensure College compliance with all accreditation

requirements, standards, and policies. The president meets regularly with the accreditation co-chairs and attends Accreditation Team and the Accreditation Steering Committee meetings. The membership of the Accreditation Team and Accreditation Steering Committee ensures faculty, staff, and administrative leaders are part of the process. The Accreditation Steering Committee has co-chairs from faculty and administration, while the Accreditation Team has representation from all campus constituencies.

The online SharePoint accreditation website ensures open access to information and transparency about the College's accreditation efforts. The president encourages all faculty and classified staff to take the online accreditation training. As of fall 2015, 20 employees completed the training (ST4B-6).

The president has either attended or sent representatives to accreditation workshops to ensure familiarity with the new standards and policies. These include the Faculty Symposium (August 27, 2015; August 28, 2014; August 22, 2013); Accreditation Kickoff (May 10, 2013); Accreditation Summit at Valley College (September 20, 2013); ASCCC Regional Workshop on quality assurance and SLO assessment at College of the Desert (October 4, 2013); ASCCC Accreditation Institute in La Jolla, including a presentation by the accreditation co-chair (February 8, 2014); District Workshop on ACCJC standards at Trade Tech College (March 7, 2014); District Workshop on ACCJC standards at Mission College (April 28, 2014); Achieving the Dream Workshop on ACCJC standards at Valley College (May 30, 2014); ACCJC Regional Workshop at Citrus College (September 19, 2014); District Academic Senate Summit (September 26, 2014); LACC Days of Dialogue focusing on ACCJC standards (February 26, March 24, April 21, April 28, May 21, 2015); and ASCCC Accreditation Institute in San Mateo (February 21, 2015).

The president served as the accreditation chair for Berkeley City College in spring 2015 and encouraged the vice president of Academic Affairs and accreditation co-chair to participate as well. The president also engaged in an accreditation site visit at Lassen Community College in March 2014, and has supported numerous campus leaders who served on other accreditation site visits, including at the College of Alameda and Ohlone College.

Standard IV.B.5.
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

- The president is active on all relevant District and local committees, including the District President's Council, District President's Cabinet, District Budget Committee, and District Executive Budget Committee (ST4B-7; ST4B-8)
- The president assures implementation of statutes, regulations, and governing board policies through the participatory governance process and oversight committees (ST1A-14, p.14)

- The president works directly with District leadership to manage the College budget (ST4B-9, pp.4-5)

Analysis and Evaluation:

The president is active on District committees, including the Board of Trustees, the President's Council, and the Budget, Whistleblower, Executive Budget, Chief Instructional Officer's, and Accreditation Planning committees. Through participation in these committees, the president negotiates such budget-impacting areas as meeting the FON obligation, the FTES targets, and the College reserve. All information is shared with the College at monthly College Council meetings, which includes informed representatives from the entire campus to ensure that all decisions and practices are consistent with the College mission and policies. The president makes presentations to the campus at such events as the opening flex day; makes periodic presentations at meetings of the Academic Senate and other campus committees, as appropriate; and makes presentations to senior staff, which shares the information with relevant committees. The president also reports regularly to Bond Citizen Oversight and the Accreditation Team, and periodically attends meetings of the Department Chairs Council and the Enrollment Management Team. The president has regular consultations with the Sheriff, Academic Senate, AFT-1521, SEIU-721, and Faculty Union, and is an ex officio member of the LACC Foundation Board.

The president ensures that all statutes, regulations, and governing board policies are followed. If there are questions about whether or not proposed actions are appropriate, the president consults with District legal counsel and District human resources. Examples of how the president ensures that statutes, regulations, and policies are followed at the college level include the following:
- Internal and external audit findings
- Follow-up on findings from student complaints and student discipline
- Cleary Report findings
- Behavioral Intervention Team (BIT) group findings
- Title 9 regulations with the management team
- Proof of compliance with required trainings, including sexual assault, right to privacy, and faculty-student behavior
- Written directives on updates or new statutes, regulations, and governing board policies are distributed to the senior staff/deans/campus
  Implementation of Board of Trustees policy on guns on campus
- Development of an active shooter process

Implementation of statutes, regulations, and governing board policies occurs through the participatory governance process and oversight committees. For example, the curriculum approval process ensures that the Academic Senate has authority as per Ed Code and Title 5, the bond process is overseen by mandatory Bond Steering and Bond Oversight committees, and the Foundation complies with law. In each of these cases, the president's signature assures that the process, regulations, and policies are being followed.

The president is responsible for the fiscal management of the College and approves the College budget, which is overseen by the vice president of Administrative Services and shares in the participatory governance process. Fiscal management is overseen by the vice president of Administrative Services and is monitored by the Budget Committee. The president attends Budget Committee meetings, participates in the annual budget process, and approves resource request prioritizations and the overall College budget. The management team, headed by the president, reviews expenditures at each meeting, with a focus on negative balances and making transfers as necessary. In 2014, a new process was initiated to ensure that senior staff does a quarterly check of all budget expenditures, including such funds as SSSP.

From 2011-12 to 2013-14, the College maintained positive unrestricted general fund ending balances. In 2014-15, the College ended with a $2.2 million deficit due to an unanticipated decline in enrollment. Pursuant to Board policy, the College will repay advanced funding back to the District reserve in a plan to be negotiated between the District and the College. The College has a plan to bring its expenditures in line with budget allocation, including exploring revenue generating and cost-containment activities to attain fiscal stability (ST3D-13). See Standard III.D.1.

Standard IV.B.6.
The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

- The president makes regular reports to the College Council (ST4B-10; ST4B-11; ST4B-12)
- The president has regular and extensive communication with employees and other stakeholders (ST4B-13; ST4B-14)
- The president communicates extensively with the surrounding community (ST4B-15)

Analysis and Evaluation:

In addition to providing monthly updates to the College Council and to regularly attending participatory governance committees, which include representation from all campus constituencies, the president meets regularly with communities served by the institution. Employees agree that the president effectively communicates the College's values, goals, priorities, and commitment to student learning and District issues with the campus community (ST1A-19, #19a,b).

Evidence List for Standard IV.B.

ST4B-1 College Council Recommendation Approval of ESMP
ST4B-2 College Council Rec 11 Approving ESMP Implementation Grid March 2, 2015
ST4B-3 Academic Senate Resolutions Webpage
ST4B-4 College Council Recommendations Webpage
ST4B-5 Accreditation Webpage
ST4B-6 Accreditation Challenge Results June 2013
ST4B-7 District Budget Committee Minutes July 15, 2015
ST4B-8 District Budget Committee Minutes June 18, 2014
ST4B-9 District Governance & Functions Handbook
ST4B-10 College Council Meeting Minutes 9-14-2015
ST4B-11 College Council Meeting Minutes 2-10-2014
ST4B-12 College Council Meeting Minutes 6-3-2013
ST4B-13 President's Newsletters Webpage
ST4B-14 City Chatter Webpage
ST4B-15 Renee Martinez Community Interaction
ST4B-16a LACCD Cyclical Expenditure Report 2012-13
ST4B-16b LACCD Cyclical Expenditure Report 2013-14
ST4B-16c LACCD Cyclical Expenditure Report 2014-15

Standard IV.C. Governing Board

Standard IV.C.1.

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction. (ST4C-1)

Evidence of Meeting the Standard

- The Board sets policies and monitors the colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations. (ST4C-2; ST4C-3; ST4C-4)
- In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation. (ST4C-5, 2305-2315)
- The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability. (ST4C-7, 2604-2607.15)
- The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. (ST4C-8; ST4C-9; ST4C-10; ST4C-11; ST4C-12)
- The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings. (ST4C-13; ST4C-14; ST4C-15; ST4C-16; ST4C-17)

Analysis and Evaluation:

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly

detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

Standard IV.C.2.
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Evidence of Meeting the Standard

- The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees "*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.*" (ST4C-18, 2300.10)
- Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements. (ST4C-19)

Analysis and Evaluation:

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

<u>**Standard IV.C.3.**</u>

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the district/system.

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

<u>**Evidence of Meeting the Standard**</u>

Selection of Chancellor
- The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process. (ST4C-20; ST4C-21)
- The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor. (ST4C-22; ST4C-23; ST4C-24)
- The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriquez began his tenure as LACCD Chancellor on June 1, 2014. (ST4C-25; ST4C-26; ST4C-27)

Evaluation of Chancellor
- The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process. (ST4C-28)
- Chancellor's Directive 122 Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self evaluation, based upon his or her stated goals. (ST4C-29; ST4C-30)
- Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel. (ST4C-31)

Selection of College Presidents
- The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches. (ST4C-32, 10308)
- Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015. (ST4C-33; ST4C-34)
- Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.
- After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates. (ST4C-35)

Evaluation of College Presidents
- As detailed in Chancellor's Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the college president. (ST4C-28; ST4C-36)
- The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation. (ST4C-37)

Analysis and Evaluation:

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Standard IV.C.4.

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items. (ST4C-38, 2101-2102; ST4C-39, 21001.13)

Evidence of Meeting the Standard

- Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to "...*protect and to promote the interests of the Los Angeles Community College District.*" (ST4C-40, 2300; ST4C-41,1200-1201)
- The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. (ST4C-42, 2605.11)
- The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years' ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). (ST4C-43)
- The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters. (ST4C-44)
- Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members' perspectives on colleges' diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input

contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations. ([ST4C-45](#); [ST4C-46](#))

- Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor's Office. ([ST4C-47](#))
- The Board's role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College's Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students. ([ST4C-48](#), 3002-3003.30; [ST4C-49](#))
- The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. ([ST4C-50](#); [ST4C-51](#); [ST4C-52](#))

Analysis and Evaluation:

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure. The District meets this Standard.

Standard IV.C.5.
The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Evidence of Meeting the Standard

Educational Quality, Integrity and Improvement
- The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "*…our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement.*" (ST4C-53, 2300-2303.16 and 2305; ST4C-54, 1200)
- Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1). (ST4C-55)
- The Board's Institutional Effectiveness and Student Success (IESS) Committee *"…fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate."* (ST4C-56, 2605.11)
- The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8). (ST4C-57, 2314)

Ensuring Resources
- The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning

programs and services (see Standard III.D.11). (ST4C-58, 2305 and 7600-7606; ST4C-59; ST4C-60; ST4C-61)

- The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs. (ST4C-62)

Financial Integrity and Stability
- The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5). (ST4C-56, 2605.11)
- The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District. (ST4C-63, 7608; ST4C-64; ST4C-65)
- Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board. (ST4C-66, Appendix F, Reserve policy, p.3; ST4C-67)

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability. (ST4C-68; ST4C-69)

- The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District. (ST4C-70)

Legal Matters
- The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. (ST4C-71; ST4C-72, 4001)

Analysis and Evaluation:

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Standard IV.C.6.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Evidence of Meeting the Standard

- Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules. (ST4C-73; ST4C-74, 2100-2902; ST4C-75, 21000-21010)
    - Article I – Membership – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
    - Article II – Officers – delineates the office of president, vice president, president pro tem, and secretary of the Board.
    - Article III – Duties of the Board of Trustees - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
    - Article IV – Meetings – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
    - Article V – Communications to the Board – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
    - Article VI – Committees of the Board of Trustees – delineates standing, ad hoc, citizens advisory and student affairs committees.
    - Article VII – Use of Flags - provisions thereof.
    - Article VIII – Naming of College Facilities – provisions to name or re-name new or existing facilities.

- Article IX – General Provisions – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- Article X – Student Trustee Election Procedures – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation:

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

Standard IV.C.7.
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard

- In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. (ST4C-76, 2400-2400.13; ST4C-77, 2402-2404)
- As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat. (ST4C-78a; ST4C-78b)
- The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards. (ST4C-79; ST4C-80, 2418)
- The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g. Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division. (ST4C-81; ST4C-82; ST4C-83)
- Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review

records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. (ST4C-84; ST4C-85)

- During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations. (ST4C-84; ST4C-87)

- As noted in item 'd' above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. (ST4C-88, 6700)

Analysis and Evaluation:

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures. The District meets this Standard.

Standard IV.C.8.
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard

- The Institutional Effectiveness and Student Success Committee "*fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters*" and fulfills its charge to "*review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon*." Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval. (ST4C-89, 2605.11)

- The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District. (ST4C-90; ST4C-91; ST4C-92; ST4C-93; ST4C-94; ST4C-95; ST4C-96; ST4C-97; ST4C-98; ST4C-99; ST4C-100; ST4C-101; ST4C-102; ST4C-103; ST4C-104)
- The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students. (ST4C-105; ST4C-99)
- The Board annually reviews student awards and transfers to four-year colleges and universities. (ST4C-107; ST4C-186; ST4C-108)
- The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District. (ST4C-109; ST4C-110)
- In spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. (ST4C-111)
- During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. (ST4C-112; ST4C-113; ST4C-114)
- In fall 2015 the Board revised Board Rule 6300 to expressly affirm the District's commitment to integrated planning in support of institutional effectiveness. (ST4C-114)

Analysis and Evaluation:

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

Standard IV.C.9.

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard

Board Development
- The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. (ST4C-115, 2105; ST4C-116)
- Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. (ST4C-117; ST4C-118)
- A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives. (ST4C-119; ST4C-120; ST4C-121; ST4C-122; ST4C-123; ST4C-124; ST4C-125; ST4C-126; ST4C-127; ST4C-128)
- In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development. (ST4C-129, 2300.10-2300.11)
- Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11). (ST4C-130; ST4C-131)

Continuity of Board Membership
- Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a

position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015). (ST4C-132, 2103; ST4C-133; ST4C-134)

- Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X. (ST4C-135, 2102; ST4C-136, 21000)

Analysis and Evaluation:

The Board has a robust and consistent program of orientation as well as ongoing development and self evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

Standard IV.C.10.
Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's self evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard

- In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan. (ST4C-137, 2301.10)

- The Board has regularly sought specialized expertise in conducting their self evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self evaluation process, in alignment with ACCJC standards. (ST4C-138)
- In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument. (ST4C-139; ST4C-140)
- Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board's effectiveness. The Board's interview questions were adapted from the Community College League of California's publication, "Assessing Board Effectiveness." (ST4C-141)
- The Board conducted a facilitated self evaluation at their June 2015 meeting. Topics included a summary of the Board's individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-15 priorities and attainment of their 2013-14 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness. (ST4C-142)
- The Board conducted a similar self evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self evaluation, ensuring that they meet the requirements of the Board Rule and this standard. (ST4C-143; ST4C-144; ST4C-145; ST4C-146; ST4C-147; ST4C-148)

Analysis and Evaluation:

The Board's self evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board's self evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Standard IV.C.11.
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board

members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement. (ST4C-149, 14000)

Evidence of Meeting the Standard

- Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. (ST4C-150, 2300.10-2300.11)
- Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9). (ST4C-151; ST4C-152)
- The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. (ST4C-153)
- Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict. (ST4C-154)

Analysis and Evaluation:

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

Standard IV.C.12.

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard

- The Board "*authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.*" (ST4C-155, 2902)
- The Board delegates full responsibility to the Chancellor and recognizes "*that the Chancellor is the Trustees' sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.*" (ST4C-18, 2300.10)
- The Board's delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed. (ST4C-157; ST4C-158)
- To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor's Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting. (ST4C-159; ST4C-160)
- In accordance with Chancellor's Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3). (ST4C-161; ST4C-162; ST4C-163)

Analysis and Evaluation**:**

In 2012 the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In spring 2013 after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating "…*the Board of Trustees has provided clear evidence to show its*

commitment to ensuring that Board members understand their role as policy makers [and]…the importance of using official channels of communication through the Chancellor or assigned designee." (ST4C-164)

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.

Standard IV.C.13.
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel.

Evidence of Meeting the Standard

- To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication *Guide to Accreditation for Governing Boards*, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online *Accreditation Basics* training within three months of entering office (see Standard IV.C.9). (ST4C-165; ST4C-166; ST4C-167)
- The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation. (ST4C-169, p.4)
- In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee. (ST4C-170)
- During the 2014-2015 academic year the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal

presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Self Evaluation reports in the fall 2015 semester. (ST4C-171)

- The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports. (ST4C-172; ST4C-173; ST4C-174; ST4C-175; ST4C-176; ST4C-177; ST4C-178)

- In 2013 and 2014 the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure. (ST4C-179; ST4C-180)

- Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on Districtwide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015. (ST4C-181; ST4C-182; ST4C-183)

- In addition to its IESS committee, the Board reviews and approves all accreditation reports. (ST4C-184)

- The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities. (ST4C-185)

Analysis and Evaluation:

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

Evidence List for Standard for IV.C.

ST4C-1 Board Rule 2100
ST4C-2 Board Rule 2300-2303
ST4C-3 Chancellor Directives, 8/3/15
ST4C-4 Administrative Regulations, 8/3/15
ST4C-5 Board Rule 2305-2315
ST4C-7 Board Rule 2604-2607.15
ST4C-8 BOT Agenda & Minutes for 2/9/11
ST4C-9 BOT Agenda & Minutes for 3/7/12

ST4C-10 BOT Agenda & Minutes for 4/3/13
ST4C-11 BOT Agenda & Minutes for 4/23/14
ST4C-12 BOT Agenda & Minutes for 1/14/15
ST4C-13 BOT Agenda & Minutes for 11/2/11
ST4C-14 BOT Agenda & Minutes for 11/7/12
ST4C-15 BOT Agenda & Minutes for 11/6/13
ST4C-16 BOT Agenda & Minutes for 5/14/14
ST4C-17 BOT Agenda & Minutes for 4/15/15
ST4C-18 Board Rule 2300.10
ST4C-19 BOT Minutes Consent Items Discussions, 2012-2015
ST4C-20 HR R-110
ST4C-21 BOT Agenda, BT6, Chancellor search, 5/1/13
ST4C-22 Chancellor Profile Development Announcement, 5/9/13
ST4C-23 Chancellor Job Description, May 2013
ST4C-24 Chancellor Selection Timeline, May 2013
ST4C-25 Chancellor Search Announcement, 5/1/13
ST4C-26 Chancellor Selection Closed Board Session Agendas 2013-2014
ST4C-27 LA Times Article, 3/13/14
ST4C-28 Chancellor's Directive 122
ST4C-29 Chancellor Evaluation Data Collection Form, 12/5/07
ST4C-30 Blank Chancellor Evaluation Form
ST4C-31 BOT Agendas, Chancellor Evaluation Closed Sessions, 11/19/14-6/13/15
ST4C-32 Board Rule 10308
ST4C-33 HRD1 Board Resolution, 6/25/14
ST4C-34 HRD1 Board Resolution, 6/24/15
ST4C-35 BOT Closed Agendas President Selection 5/2010-6/2015
ST4C-36 Performance Evaluation Process for College Presidents
ST4C-37 BOT Closed Agendas President Evaluations 8/2010-6/2014
ST4C-38 Board Rule 2101-2102
ST4C-39 Board Rule 21001.13
ST4C-40 Board Rule 2300
ST4C-41 Board Rule 1200-1201
ST4C-42 Board Rule 2605.11
ST4C-43 BOT Ad Hoc Committees, 8/4/15
ST4C-44 Board Letters, 2013-2015
ST4C-45 BOT Minutes, Public Agenda Speakers, 2015
ST4C-46 BOT Minutes, Educational Quality Speakers, 2015
ST4C-47 Screenshot of Public Inquiry Email to Board President
ST4C-48 Board Rule 3002-3003.30
ST4C-49 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15
ST4C-50 Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/14
ST4C-51 BOT agendas, Legislative Advocacy, 2015
ST4C-52 BOT Minutes, 2015-16 Federal Legislative Priorities, 8/19/15
ST4C-53 Board Rule 2300-2303.16 and 2305

ST4C-54 Board Rule 1200
ST4C-55 BR Ch. VI, Articles I-VIII, Instruction
ST4C-56 Board Rule 2605.11
ST4C-57 Board Rule 2314
ST4C-58 Board Rule 26 and 7600-7606
ST4C-59 LACCD Budget Development Calendar
ST4C-60 2015-2016 Final Budget
ST4C-61 District Budget Allocation Mechanism Amendment, 6/3/12
ST4C-62 LPA Minutes, July 2014-June 2015
ST4C-63 Board Rule 7608
ST4C-64 BFC Minutes, Quarterly Reports, 11/2014-5/2015
ST4C-65 BFC Agendas, 2014-15
ST4C-66 2015-2016 Final Budget, Appendix F, Reserve Policy, p.3
ST4C-67 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15
ST4C-68 BOT agenda BF2, 10/9/13
ST4C-69 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college
financial requests
ST4C-70 ACCJC Letter, 2/7/14
ST4C-71 BOT Closed Session Agenda on Legal Issues
ST4C-72 Board Rule 4001
ST4C-73 Screenshot of Board Rules Online
ST4C-74 Board Rule 2100-2902
ST4C-75 Board Rule 21000-21010
ST4C-76 Board Rule 2400-2400.13
ST4C-77 Board Rule 2402-2404
ST4C-78a BOT Agenda 6/13/15
ST4C-78b BOT Agenda 6/18/15
ST4C-79 Chancellor's Directive 70
ST4C-80 Board Rule 2418
ST4C-81 Administrative Regulation C-12
ST4C-82 Board Rule Review Schedule 2015
ST4C-83 Administrative Regs Review Schedule 2015
ST4C-84 Admin Reg Rev Form Template
ST4C-85 E-97 Review and Comment
ST4C-87 E-110 Confirmed Review, 4/22/15
ST4C-88 Board Rule 6700 Consultation Memo and BOT Agenda Notice, 5/5/15
ST4C-89 Board Rule 2605.11
ST4C-90 IESS Minutes and PPT 6/24/15
ST4C-91 IESS Minutes 12/17/14
ST4C-92 IESS Minutes 11/19/14
ST4C-93 IESS Minutes 9/17/14
ST4C-94 IESS Minutes 1/29/14
ST4C-95 IESS Minutes 12/4/13
ST4C-96 IESS Minutes 11/20/13
ST4C-97 BOT Agenda and PPT 9/2/15

ST4C-98 BOT Agenda and DAS Board Meeting Notes 8/19/15
ST4C-99 BOT Agenda and PPT 5/13/15
ST4C-100 BOT Agenda 4/15/15
ST4C-101 BOT Agenda 3/11/15
ST4C-102 BOT Agenda 1/28/15
ST4C-103 BOT Minutes 8/20/14
ST4C-104 BOT Agenda, CH1, 2/26/14
ST4C-105 IESS Agenda and Underprepared Students PPT, 6/11/14
ST4C-107 IESS Minutes 3/26/14
ST4C-108 Certificates Attached to Degrees, Summary by College, 4/29/14
ST4C-109 2014 Student Survey Question 25 and Results
ST4C-110 IESS Minutes Student Survey Results PPT, 5/27/15
ST4C-111 BOT Agenda and PPT, 6/10/15
ST4C-112 BOT Minutes 3/28/13
ST4C-113 IESS Minutes 9/25/13
ST4C-114 BOT Board Rule 6300 revision 11/4/2015
ST4C-115 Board Rule 2105
ST4C-116 Student Trustee Orientation Procedures
ST4C-117 BOT Orientation Agenda and Packet, 6/4/15
ST4C-118 BOT Orientation Agenda and Packet, 6/18/15
ST4C-119 BOT Agenda, Minutes & Handouts from 1/20/10
ST4C-120 BOT Agenda and Minutes, 12/10/10-12/11/10
ST4C-121 BOT Agenda, Minutes & Handouts from 8/25/11-8/26/11
ST4C-122 BOT Agenda, Minutes & Handouts from 4/19/12
ST4C-123 BOT Agenda and Minutes, 9/24/12
ST4C-124 BOT Agenda and Minutes, 11/13/12
ST4C-125 BOT Minutes and Action Improvement Plan, 3/19/13
ST4C-126 BOT Minutes & Handouts, 10/22/13
ST4C-127 BOT Agenda, Minutes & Handouts, 8/23/14
ST4C-128 BOT Agenda, Minutes & Handouts from 12/10/14
ST4C-129 Board Rule 2300.10-2300.11
ST4C-130 BOT Agenda and Minutes, 11/19/14 and 5/13/15
ST4C-131 BOT ACCJC Training Certificates, 2012
ST4C-132 Board Rule 2103
ST4C-133 BOT Minutes 4/11/07
ST4C-134 BOT Agenda 3/11/15
ST4C-135 Board Rule 2102
ST4C-136 Board Rule 21000
ST4C-137 Board Rule 2301.10
ST4C-138 Jose Leyba bio
ST4C-139 BOT Agenda and Minutes, 5/13/15
ST4C-140 BOT Self-Evaluation 2015 Plan of Action, 5/13/15
ST4C-141 BOT 2015 Self-Assessment Tool
ST4C-142 BOT Agenda and Minutes, Handouts & PPT, 6/13/15
ST4C-143 BOT Minutes and Handouts, 3/13/14

Standard IV.D. Multi-College Districts or Systems

Standard IV.D.1.
In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership
- The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: *Synergy* and *Accreditation 2016.* Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities. (ST4D-1; ST4D-2)
- The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. (ST4D-3; ST4D-4)
- The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents. (ST4D-5)
- The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their

annual evaluations, goal-setting for the upcoming year, and review of their self evaluations (see standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. (ST4D-6)

- The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits. (ST4D-7; ST4D-8; ST4D-9)
- The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals. (ST4D-10; ST4D-11)
- In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. (ST4D-12)

Clear Roles, Authority and Responsibility
- The Los Angeles Community College District participated in the ACCJC's multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009 ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "…*develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement*." In response, the District renewed its dedication to, and focuses on, these activities. (ST4D-13, p. 6-7)
- In October 2008, the Board of Trustees approved the first District/college functional area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified. (ST4D-14)
- In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 Districtwide

committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. (ST4D-15; ST4D-16; ST4D-17)

- In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015 the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division. (ST4D-18)

- In fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see standard IV.D.2). (ST4D-19; ST4D-20)

- With the endorsement of the Chancellor and support from the District's Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC's leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the fall 2015 semester. (ST4D-21)

- In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases. (ST4D-22)

Analysis and Evaluation:

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC's revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles,

responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

Standard IV.D.2.

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District's early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made "downtown." Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard

- In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. (ST4D-43)

Delineation of Responsibilities and Functions
- Functional area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as Districtwide decision-making and planning (see standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In fall 2014 the Chancellor directed all ESC units to review and update their functional area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the functional area maps. The functional area maps will be finalized in fall 2015. (ST4D-24; ST4D-25)

Effective and Adequate District Services
- The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges' missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4)

Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. ([ST4D-26](), pp.51-57)

- **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.
- **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.
- **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.
- **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.
- **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.
- **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.
- **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.
- **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services
- Beginning in 2008 each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In fall 2014 the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. ([ST4D-27](); [ST4D-28]())

- Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District's colleges. (ST4D-29; ST4D-30; ST4D-31)
- An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks. (ST4D-32)
- As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. (ST4D-33; ST4D-34; ST4D-35)

Allocation of Resources
- The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. (ST4D-36; ST4D-37; ST4D-38; ST4D-39)

Analysis and Evaluation:

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE

division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-17 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. The District meets this Standard.

Standard IV.D.3.
The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard

Allocation and Reallocation of Resources
- The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. (ST4D-40)
- In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. (ST4D-41)
- In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. (ST4D-42)

- Also in 2011 the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:
    o Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
    o Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. (ST4D-43)
- Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded. (ST4D-44; ST4D-45)
- The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending. The Board's Budget and Finance Committee regularly monitors colleges' costs per FTES and deficits. (ST4D-46; ST4D-47)
- The District's adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support. (ST4D-48)

Effective Control Mechanisms
- The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. (ST4D-49)
- College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).
- The District provides comprehensive budget and financial oversight, including an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).
- Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see standard IV.D.2). (ST4D-46)

Analysis and Evaluation:

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis. The District meets this Standard.

Standard IV.D.4.
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard

- College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team. (ST4D-50)
- The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. (ST4D-51; ST4D-52)
- In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain "*a balanced budget, as well as the efficient and effective utilization of financial resources*." These measures also require that the Chancellor *"…review the college's fiscal affairs and enrollment management practices as part of the college president's annual performance evaluation…[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president's contract.*" (ST4D-53)
- The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD functional area maps, which explicitly state *"…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district…The Chancellor delegates*

appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges." Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. (ST4D-54)

Analysis and Evaluation:

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this Standard.

Standard IV.D.5.
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP) Vision 2017 through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities. (ST4D-55)

Evidence of Meeting the Standard

District Strategic Plan, Planning Integration
- LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District's Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in fall 2015. (ST4D-56)
- DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion. (ST4D-57; ST4D-58)
- College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting process and shapes future college and District planning priorities. The District Strategic

Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. (ST4D-59; ST4D-60; ST4D-61)
- The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning. (ST4D-62; ST4D-63)
- District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees. (ST4D-64; ST4D-65; ST4D-66; ST4D-67)
- Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. (ST4D-68; ST4D-69; ST4D-70; ST4D-71)

Planning Evaluation
- Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
  - The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (See standard IV.D.7).
  - District-level planning and policy committees assess their effectiveness through an annual committee self evaluation process (See Standard IV.D.1).
  - The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (See standard IV.D.2).
  - Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. (ST4D-72; ST4D-73; ST4D-74)

Evaluation and Analysis:

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment

mechanisms include direct assessment of governance and decision-making, governance committee self evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for Districtwide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a districtwide basis. The District meets this Standard.

Standard IV.D.6.

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard

- In total, the District has 46 districtwide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. (ST4D-75)
- Seven Districtwide Executive Administrative Councils meet monthly: (1) Chancellor's Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff's Oversight Committee. (ST4D-76)
- The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of districtwide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's

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Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. (ST4D-77)

- Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet. (ST4D-78)
- In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. (ST4D-79)
- Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. (ST4D-80; ST4D-81)
- Five Academic Initiative Committees coordinate Districtwide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. (ST4D-82)
- Information Technology maintains 78 active list serves. These list serves include the Districtwide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. (ST4D-83)
- In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. (ST4D-84)
- Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website. (ST4D-85)
- The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all

employees about the development and roll-out of the District's new student records system. ([ST4D-86](); [ST4D-87](); [ST4D-88](); [ST4D-89](); [ST4D-90](); [ST4D-91](); [ST4D-92](); [ST4D-93]())

- The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. ([ST4D-94]())

- The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. ([ST4D-95]())

- In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved public and District employee access to information about the District. ([ST4D-96]())

Analysis and Evaluation:

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed districtwide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. The District meets this Standard. ([ST4D-97]())

Standard IV.D.7.
The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard

Governance and Decision-Making Assessment, Effectiveness and Communication
- In fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation. (ST4D-98; ST4D-99)
- The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:
  - Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
  - 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;
  - Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
  - Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District's stated mission. (ST4D-100; ST4D-101)
- The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012, and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-16 work plan. These assessment reports have been posted online and will be reported to the Board's Institutional Effectiveness Committee in fall 2015 and used to inform recommendations for District improvement. (ST4D-102; ST4D-103; ST4D-104; ST4D-105)
- In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self Evaluation process for all District governance committees. This common self-assessment

documents each committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-16 work plan, DPAC reaffirmed their responsibility to ensure self evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees' work plans. (ST4D-106; ST4D-107; ST4D-108; ST4D-109; ST4D-110)

- Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see standard IV.D.1 and IV.D.2).
- The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of fall 2015. (ST4D-111)

Analysis and Evaluation:

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual). (ST4D-112; ST4D-56)

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. The District meets this Standard. (ST4D-105; ST4D-113)

Evidence List for Standard IV.D.

ST4D-1 District Newsletters 2014-2015
ST4D-2 District Accreditation Newsletters, 2014-2015
ST4D-3 Chancellor's Cabinet Agendas
ST4D-4 Presidents Council Agendas, 2012-2015
ST4D-5 Chancellor Cabinet Retreat Agendas, 2014
ST4D-6 WLAC College President Job Description, 2015
ST4D-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015
ST4D-8 Agendas from DAS Summits, 2007-2015
ST4D-9 DAS Academically Speaking newsletter, Fall 2015
ST4D-10 DBC Minutes, 7/15/15 and 8/13/14
ST4D-11 Chancellor Budget Recommendations, 8/26/15
ST4D-12 WLAC Interim President Press Release, 6/25/15
ST4D-13 ELAC Accreditation Evaluation Report, March 23-26, 2009, pp. 6-7
ST4D-14 District/College Functional map, 2008
ST4D-15 LACCD Governance and Functions Handbook, 2010
ST4D-16 Committee Description Template
ST4D-17 College Governance and Functions Handbook Template
ST4D-18 LACCD Governance and Functions Handbook, 2013
ST4D-19 ESC 2014 Program Reviews
ST4D-20 Draft Functional Area Maps 2015
ST4D-21 LACCD Governance and Functions Handbook, 2015
ST4D-22 SIS Maps
ST4D-23 BOT Agenda, BT7 Decentralization Policy, 5/4/1998
ST4D-24 District Functional Area Maps, 2015
ST4D-25 Functional Area Map Review Request Email, 7/24/15
ST4D-26 2013 LACCD Governance and Functions Handbook, pp.51-57
ST4D-27 DOSO Evaluations 2008-2009
ST4D-28 DOSO Evaluations 2011-2012
ST4D-29 Fall 2014 Accreditation Newsletter, "ESC Begins Revitalized Program Review Cycle"
ST4D-30 Program Review Workshop Agendas, 2014
ST4D-31 Program Review Template, 10/1/15
ST4D-32 2014 ESC Services Surveys
ST4D-33 2014 ESC Services Survey Analyses
ST4D-34 Program Review Update PPT, 2/20/15
ST4D-35 Draft ESC Program Review Manual, 10/1/15
ST4D-36 Budget Allocation Mechanism Amendment, 6/3/12
ST4D-37 Financial Accountability Measures, 10/9/13
ST4D-38 ECDBC Recommendation on LAHC Deferral Request, 6/10/15
ST4D-39 LAHC Debt Referral Request PPT to BFC, 9/16/15
ST4D-40 DBC Webpage Screenshot, August 2015
ST4D-41 BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
ST4D-42 DBC minutes 5/18/11
ST4D-43 ECDBC Budget Allocation Model Recommendation, Jan 2012

ST4D-44 BOT Agenda, BF4, Budget Allocation Model Amendment, 6/13/12
ST4D-45 District Budget Allocation Evaluation, 9/23/14
ST4D-46 BOT Agenda, BF4, Financial Accountability Measures, 10/9/13
ST4D-47 BFC Agenda, Minutes and Handouts on Costs per FTES, 10/8/14
ST4D-48 FAC Minutes 6/13/12
ST4D-49 2014-15 Quarterly Projections
ST4D-50 HR Guide R-110 Academic Administrator Selection, 7/31/15
ST4D-51 College President Self Evaluation Packet
ST4D-52 BOT Agendas w/President Evaluations, 2011-2014
ST4D-53 BOT Agenda BF2, 10/9/13
ST4D-54 Chancellor Functional Area Map, 2015
ST4D-55 District Strategic Plan: Vision 2017, 2/6/13
ST4D-56 LACCD Integrated Planning Manual, 2015
ST4D-57 College Effectiveness Report Template
ST4D-58 IESS Committee Agendas on IE Report Approval, 2012-2015
ST4D-59 BOT Agenda, Annual Board Leadership & Planning Session, 8/19/15
ST4D-60 DPAC Agenda, 6/26/15
ST4D-61 DPAC Agenda, 8/28/15
ST4D-62 District Technology Strategic Plan, 3/9/11
ST4D-63 District Technology Implementation Plan, March, 3/21/13
ST4D-64 SSSP New DEC Service Categories PowerPoint, 2014
ST4D-65 SSSP Counselor Training PowerPoint, 2014
ST4D-66 SSI Steering Committee Minutes, 8/22/14
ST4D-67 SIS Fit-Gap Agendas, 2013
ST4D-68 Quarterly College FTES Meetings, 2014-2015
ST4D-69 Quarterly Enrollment Report to DBC, 5/20/15
ST4D-70 Quarterly Enrollment report to BFC, 9/16/15
ST4D-71 Budget Allocation Model, 2012 Amendment
ST4D-72 DPAC Minutes, June-Aug 2015
ST4D-73 BOT Agenda 9/2/15
ST4D-74 IEPI 2015-16 Goals Framework, 5/27/15
ST4D-75 Screenshot of District Intranet of Councils and Committees
ST4D-76 Districtwide Executive Administrative Councils 2015 Draft Update
ST4D-77 Chancellor's Directive 70, 10/26/1995
ST4D-78 District-level Governance Committee 2015 Update
ST4D-79 District-level Governance Committee Webpage Screenshot
ST4D-80 District Coordinating Committees 2015 Update
ST4D-81 Email Report to List Serve, 2015
ST4D-82 District Academic Initiative Committees, 2015 Update
ST4D-83 District List Serve List
ST4D-84 Sample BOT Agenda Email
ST4D-85 OGC Board Rule and Admin Regs Revision Notices, July-August 2015
ST4D-86 LACCD Newsletters
ST4D-87 Chancellor Bulletins
ST4D-88 Accreditation Newsletters

Quality Focus Essay and Action Plans

Novelist
CAROLYN SEE

Carolyn See's College

Quality Focus Essay and Action Plans

Student
ROLAND SOLANDY

The Artist's College

VIII. Quality Focus Essay

A summary of all action plans is listed in Section IX: Changes and Plans Arising Out of the Self Evaluation Process. Action plans are divided into those that can be completed short-term using existing processes and procedures (referred to in the narrative as an "Action Plan") and those that require long-term change, development, and expansion of existing processes and procedures (referred to in the narrative as a "Quality Focus Essay Plan"). A review of those action plans that required long-term solutions resulted in the development of two multi-year action projects that are of critical importance to the College mission and that will help the College meet its institution-set standards and targets:

(1) Access: Improve enrollment management through a goal-driven and strategy-driven marketing, recruiting, and retention plan

(2) Success: Decrease the average time it takes students to complete awards by improving learner-centered pathways to help students achieve their educational and career goals

These two action projects will focus College resources on action plans the College believes are most likely to positively impact student achievement and student learning and lead to the realization of the institutional mission. They will utilize the established integrated planning process, which the College believes is one of its major strengths. The College's self evaluation of its integrated planning process shows that it allows for an accurate assessment of whether the College is meeting its mission (Standard I.A.3), that it is based on realistic expectations for student achievement (Standard I.B.3), is data-driven (Standard I.B.4), is communicated to and understood by College constituencies (Standard I.B.8), and has resulted in meaningful improvements to programs and services (Standard I.B.9).

<u>**Action Project #1:**</u>
<u>**Access: Effective Enrollment Management**</u>

I. Identification of project

Effective enrollment management will enable the College to better realize its mission of empowering students to achieve their educational and career goals by increasing access and success through its transfer, career and technical education, and foundational skills programs. Enrollment management is of critical importance to the long-term financial health of the College, as revenue is tied to enrollments. Given that only 18 percent of students at the College are under 20 years old (ER2-3), emphasis must be placed on marketing and increasing participation rates of area high school graduates.

In 2013-14, 92.8 percent of the budget was spent on certificated and classified salaries, and employee benefits. In 2014-15, this exceeded 93 percent. To address this issue, the College has long-term plans to increase income through more efficient enrollment management (ST1A-2, Objectives 1.1, 1.2, 1.3, 2.1) and to reduce general fund staffing costs (ST1A-10, Goal #1). An increase in discretionary funds and improved efficiency in staffing expenditures will allow the

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College to improve solvency by reducing the percentage of general funds spent on salary and benefits to the current District average of 90.9 percent. Based on current budgets, the impact to the College budget would be over $1 million annually.

Through the Self Evaluation, the College identified a number of areas where improvements or changes could impact enrollment management. The action project as a whole will lead to increased enrollments, which will increase discretionary funds, improve financial stability, and allow the College to better support and sustain student learning programs and services and improve institutional effectiveness (Standard III.D.1). Once the action project is institutionalized, the College will have a new set of procedures that will provide long-term financial stability (Standard III.D.2).

A. Connection to Self Evaluation

The action project of improving enrollment management through a marketing, recruiting, and retention plan came out of the institutional self evaluation.

The first objective in support of the goal is to meet enrollment targets by utilizing an effective marketing campaign. Through the self evaluation, the College recognizes it must take steps to meet its institution-set standard for full-time equivalent student enrollment (Section II. Student Achievement Data and Institution-Set Standards). The College is lacking a Strategic Marketing Plan (Standard I.B.9) and needs to better market its strengths and more clearly market its programs (Standard I.C.1) to increase enrollments.

The second objective in support of the goal is to increase participation rates of feeder high school graduates. The objective resulted from the recognition that the College needs to more effectively utilize student recruitment services (Standard I.C.1) and develop data (Standard I.B.4) to better understand the demographics of students at feeder high schools. To do so, the College will need to create additional work groups to support its existing governance and decision-making process (Standard IV.A.7), expand programs that will culminate in student attainment of learning outcomes and program achievement (Standard II.A.1), and develop additional planning documents (Standard I.B.9), including an Enrollment Management Plan.

The third objective, to increase persistence rate, resulted from the recognition that the College needs to develop new methods for evaluating the quality of its student support services (Standard II.C.1) and to identify and assess learning support outcomes and provide appropriate support services so students can better achieve those outcomes (Standard II.C.2), especially for at-risk students. The College recognized it needs to communicate more effectively to its enrolled students at all stages of their studies, especially using social media (Standard II.C.3). The College also recognized that it needs to develop additional planning activities (Standard I.B.9) in order to fully implement its matriculation plan.

The fourth objective in support of the goal is to improve institutional effectiveness to directly support the College in meeting its enrollment management targets. The objective came out of the recognition that the College needs to meet its institution-set standard for full-time equivalent

student enrollment (Section II. Student Achievement Data and Institution-Set Standards), improve short-term planning toward long-term goals (Standard I.B.9), provide software and training (Standards III.C.1, III.C.4) to directly support employees in improving enrollment management, and expand the governance and decision-making process (Standard IV.A.7) as a result of the additional work that will be required to meet the goal.

B. Use of Data

The action project is a result of an ongoing college wide analysis of quantitative and qualitative data. To address the question of why the College has been unable to meet its enrollment targets, the Enrollment Management Team has continually reviewed enrollment trends; survey results (ST1A-28, ST1A-19); and the results of comprehensive and annual program review including class fill rates, average class sizes, and space utilization. Several years of campus climate surveys indicate the College continues to be concerned with custodial services, facilities maintenance, replacement of equipment, and modernization of technology (Standards III.A.1, III.B.1, III.C.1). These concerns are likely mitigated factors impacting enrollment. These concerns could be addressed through the increase in discretionary funds from increased enrollments.

The college-level planning cycle provides a data-based framework for planning to increase access measures, such as enrollment, course fill rate, average section size, and success measures. Success measures include course completion, persistence, and the number of degrees, certificates, and transfers achieved (Section II.B: Institution-Set Standards). The program review cycle allows for the same type of analysis at the unit level. Through the SSSP, the College reviews the rates at which students are matriculating (number of educational plans, counseling sessions, and math and English assessments). Through the Student Equity Plan, the College reviews disproportionate impact. In the writing of the 2015-2020 Distance Education Plan, the College considered the percentage of courses offered via DE and the uneven enrollment and course completion rates when compared to traditional classes.

II. Goal
Goal 1: Los Angeles City College will realize goal-driven and strategy-driven marketing, recruiting, and retention initiatives to enable the College to better realize its mission of empowering students to achieve their educational and career goals.

III. Objectives, Action Plans, Responsible Parties, Timeline, Resources, Outcomes

Objective 1.1: Meet enrollment targets by utilizing an effective marketing campaign
Measure 1.1: Meet both the minimum standard and aspirational target of Institution-Set Standard Performance Measure #1: FTES
(See Section I.B: Institution-Set Minimum Standards and Aspirational Targets)

Action Plans for Objective 1.1	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.1.1 Develop a Strategic Marketing Plan *Standards alignment: I.B.9*	Strategic Planning Committee, Marketing Committee, Enrollment Management Team	Summer 2016		A Strategic Marketing Plan with specific action plans for 2017-18 and 2018-19
1.1.2 Update the College website *Standards alignment: I.C.1*	College webmaster, IT Director, senior staff	Fall 2015: Hire webmaster and external web development firm Summer 2016: Updated website to go live Fall 2016: Begin surveying incoming students on why they decided to attend the College; begin monitoring website traffic by semester	Hire a college webmaster and external web development firm	Functional, interactive website with promotional capabilities Increased traffic on website
1.1.3 Define and promote points of pride and areas of distinction *Standards alignment: I.C.1*	Marketing Committee	Complete and institutionalize "Did You Know" campaign by fall 2015	Marketing materials	Marketing campaign targeting points of pride and areas of distinction

Action Plans for Objective 1.1	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.1.4 Promote signature and under-enrolled academic programs *Standards alignment: I.C.1*	EPPIC, Marketing Committee	2016-17: Conduct program demand/capacity study 2017: Identification of signature programs. Identification of viable under-enrolled programs. 2017-18: Viability studies on programs that are under-enrolled and potentially not viable 2017-18: Creation of marketing materials highlighting signature programs and viable under-enrolled programs	Retain an external marketing firm to conduct the study Marketing materials	Elimination of non-viable programs Increased enrollments in under-enrolled programs Increased capacity of high-demand programs
1.1.5 Increase marketing to area high schools *Standards alignment: I.C.1*	Office of Institutional Effectiveness, Marketing Committee	Spring 2016: Identify college participation rates Summer 2016: Create and distribute marketing materials 2016-17: Create program specific advertising based on area high school demand	Marketing materials	Marketing to additional area high schools Increased enrollments from area high schools

Objective 1.2: Increase participation rates of area high school graduates
Measure 1.2: Increase participation rates to 25%

Action Plans for Objective 1.2	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.2.1 Produce data to inform recruiting, including student satisfaction, price sensitivity, and academic program demand analysis (see 1.1.4) *Standards alignment: I.B.4*	Office of Institutional Effectiveness	Spring 2016		Data to be used for enrollment management planning and decision-making
1.2.2 Develop an enrollment management taskforce to develop and monitor recruitment *Standards alignment: IV.A.7*	Enrollment Management Team	Spring 2016		Creation of a enrollment management taskforce to implement College enrollment management policies
1.2.3 Develop and support an online AA degree that a cohort of students can complete in two years *Standards alignment: II.A.1, II.B.3*	Distance Education Committee, Academic Senate, Marketing Committee, Student Services	Spring 2016: Request approval of additional DE courses Fall 2016: Develop marketing campaign Spring 2017: Initial pilot cohort of 100 students; hire Online director as necessary; ensure availability of learning support services Fall 2017: Expand online cohort to 150 students	Marketing materials Hire an Online director	Ability to offer an AA degree fully online Increased online enrollment Provide online students all learning support services as offered to traditional students

Action Plans for Objective 1.2	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.2.4 Revise and expand the Enrollment Management Plan *Standards alignment: I.B.9*	Enrollment Management Team	2018-19		A comprehensive Enrollment Management Plan including scheduling of classes, marketing, recruitment, and retention

Objective 1.3: Increase persistence rates
Measure 1.3: Meet both the minimum standard and aspirational target of Institution-Set Standard Performance Measure #3: Persistence (see Section I.B: Institution-Set Minimum Standards and Aspirational Targets)

Action Plans for Objective 1.3	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.3.1 Assess student services to determine ways to be more student centered and welcoming *Standards alignment: II.C.1*	Office of Institutional Effectiveness, Student Services, COMPASS, Staff and Organizational Development Committee	Fall 2016: Assessment Spring 2017: Write plan Fall 2017: Offering of professional development activities directly related to interacting with students		A College Retention Plan based on an assessment of student services Increased student satisfaction with College support services (surveys, focus groups)
1.3.2 Identify and support at-risk students *Standards alignment: II.C.2*	Student Services, Staff and Organizational Development	2016-17: Improve use of Early Alert program 2017: Provide expanded support services (academic preparation, financial aid, motivation, behavioral)		Professional development to effectively use of Early Alert to improve student success

Action Plans for Objective 1.3	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.3.3 Increase communication with enrolled students, especially through social media *Standards alignment: II.C.3*	Admissions and Records, IT	2016-17: Identify momentum points and develop targeted interventions Fall 2017: Implement automated system of communicating with students 2018-19: Dedicated administrator with oversight of retention	Automated communication system	Regular communication with students at each stage of the enrollment process

Objective 1.4: Improve institutional effectiveness to support meeting enrollment management targets
Measure 1.4: Meet both the minimum standard and aspirational target of Institution-Set Standard Performance Measure #1: FTES
(See Section I.B: Institution-Set Minimum Standards and Aspirational Targets)

Action Plans for Objective 1.4	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
1.4.1 Develop 30, 60, and 90 day "Just Do It" plans towards completion of the six-year goal *Standards alignment: I.B.9*	Enrollment Management Task Force; Enrollment Management Team	Spring 2016		Implementation of short-term enrollment management plans
1.4.2 Utilize room scheduling software *Standards alignment: III.C.1*	Senior staff	Spring 2016	Software	More efficient room scheduling Increased average class fill rate

1.4.3 Consider the long-term relationship and reporting structure of the new enrollment management task force and the Enrollment Management Team *Standards alignment: IV.A.7*	Enrollment Management Team, Strategic Planning Committee	2018-19		Integration of enrollment management committee(s) into the formal committee reporting structure

IV. Assessment: Continuous Improvement

The action project is designed to take six years, at which point the processes should be institutionalized. The next institutional self evaluation will occur in seven years, and the College will use the seventh year to develop a new quality focus essay action project.

Assessment of the action project will occur annually using the established integrated planning cycle, in the same way the College currently reviews its Educational and Strategic Master Plan (Standard I.B.9). In the "planning to budget" and "plan implementation" phases, resources will be allocated, and committees and personnel with oversight of objectives will initiate completion of action plans. In the "assess and evaluate" phase, measures will be assessed and progress reports will be written. In the "planning" phase, action plans will be revised and created to support ongoing objectives, with the writing of supporting resource requests that will be prioritized through the budget process.
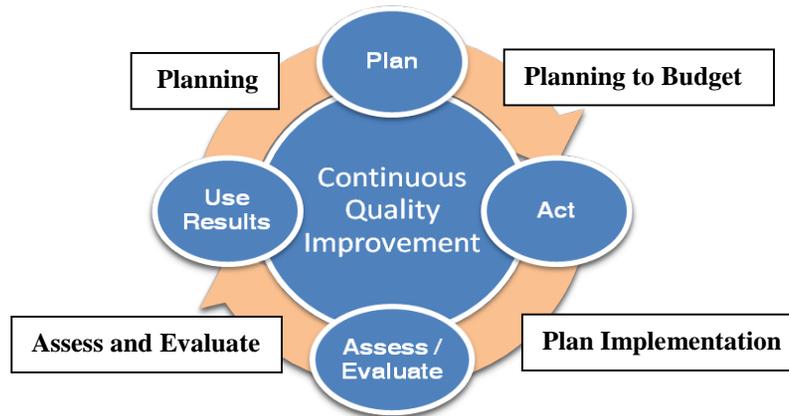
1. Assess and Evaluate
Committees will assess and evaluate progress made towards action plans and objectives using the existing online ESMP progress tracking system. At the beginning of each fall semester, oversight committees will collect measure updates for their assigned action plans. Committees will review and analyze these datasets and determine any actions that would lead to improvement in the measure. At the end of the spring semester, committees will provide a status report as a separate part of their annual assessment.

At the beginning of each fall semester, the Strategic Planning Committee will review annual assessments from each oversight committee and compile a summary of progress towards the action plan.

2. Planning
During the fall semester, as a result of assessment and evaluation, committees with oversight of action plans will to make recommendations to change the action plans, add new action plans, and submit resource requests to allocate additional resources.

3. Planning to Budget
At the beginning of the spring semester, resource requests submitted by committees with oversight of action plans will be prioritized using the existing College resource request prioritization process (see Standard I.B.5).

4. Plan Implementation
Upon allocation of resources in the summer, responsible committees will monitor progress towards completion of action plans and ensure that allocated resources are utilized. Progress will be documented in committee minutes, to be used as evidence as part of assessment and evaluation in the next cycle.

I. Identification of project

The College believes time to completion is the most significant factor prohibiting student success. The trends over the past six years indicate that the career/workforce goal-oriented student population has decreased significantly (from 30 percent in 2009 to 15 percent in 2014), and the number of students with a goal of transfer to a four-year school has increased significantly (from 26 percent in 2009 to 46 percent in 2014). Over 60 percent of LACC students have an educational goal of transfer to four-year school or career/workforce. Decreasing time to completion will help the College better realize its mission of empowering students to achieve their educational and career goals by increasing access and success through its transfer, career and technical education, and foundational skills programs. At LACC, 44 percent of students who earn a degree take over six years to attain such a degree. Subgroups shown to be the most disproportionally impacted in degree/certificate completion and transfer are African Americans, Latina/o Americans, males, students 25 years old or older, and disabled students ([ST1A-2], pp.18-19). To address this issue, the College has long-term plans to increase awards production; ensure that students reach certain momentum points, including the rate in which they complete basic skills; and close achievement gaps ([ST1A-2], Objectives 2.1, 2.2). By providing increased support and guidance to promote student completion, and by requiring students to complete math and English early in their studies, students will be more likely to complete their academic and career goals.

A. Connection to Self Evaluation

The action project of decreasing the average time it takes students to complete awards came out of the institutional self evaluation.

The first objective is to fully implement the College's matriculation plan. The objective came out of the recognition that the College has to continue to evaluate its support services (Standard II.C.1) to develop additional processes for ensuring compliance. The College also recognizes it needs to provide improved access for all students (Standard II.C.3), including online orientations and automated educational plans. The College needs to expand counseling and advising to support student success (Standard II.C.5), and it needs to expand its admissions policies (Standard II.C.6) to better serve students in the matriculation process.

The second objective is to expand the existing First Year Experience program for full-time entering students and develop a City Pathways College for part-time students taking math and English. To do so, LACC would have to continue to evaluate its support services (Standard II.C.1) so that it can provide the requisite counseling, advising, and mentoring to support student success (Standard II.C.5). Faculty would need to be provided additional targeted professional development (Standard III.A.14) towards improving their ability to support incoming students. To complete the objective, LACC would have to review its existing programs (Standard I.B.9) to

determine how to institutionalize and operationalize these programs to ensure long-term solvency.

The third objective is to create accelerated pathways to decrease the amount of time it takes students to complete basic skills courses. The College recognized it has to review its pre-collegiate level curriculum (Standard II.A.4) and identify additional alternative placement instruments (Standard II.C.7) in order to support these students.

The fourth objective is to create a Second Year Experience so that continuing students would be provided similar support as incoming students. The College recognized that it must meet established expectations for program completion (Standard II.A.6), specifically to ensure students complete their educational goals within six years to meet statewide expectations. The College will have to expand its counseling and advising to support student success (Standard II.C.5), including ensuring completion of education plans, building a faculty mentoring program, and coordinating and supporting cohorts of students towards increased success.

B. Use of Data

The action project is a result of college wide analysis of data. The college-level planning cycle provides a quantitative and qualitative data-based framework for planning to increase success measures, including the number of degrees, certificates, and transfers achieved. The program review cycle allows for the same type of analysis at the unit level. Through comprehensive program review, annual updates, College wide discussion at the Days of Dialogue, and Scorecard analyses, the College reviewed success rates, unit accumulation, and the length of time for students to complete degrees and certificates. A thorough review of low-performing programs occurred through program review and as part of an Institutional Effectiveness Report to the LACCD Board.

The College has developed numerous plans in support of the ESMP objective to improve success rates. Through the SSSP plan, the College reviews the rates at which students are matriculating. Through the Basic Skills Plan, the College reviews success rates in basic skills math and English. Through the Student Equity Plan, the College reviews disproportionate impact in terms of ethnicity, age, gender, economic status, disability, veterans, and foster youth. Through Achieving the Dream, the College reviewed success rates and persistence in basic skills courses, degrees, and transfer. In the writing of the 2015-2020 Technology Resources Plan, the College considered how it would provide students with adequate access to the computers, networks, and connectivity that are required to achieve their academic goals. In the writing of the 2015-2020 Staff and Organizational Development Plan, the College considered how professional development activities impact equity and increase student success.

II. Goal
Goal 2: Los Angeles City College will decrease the average time it takes students to complete awards by improving learner-centered pathways to help students achieve their educational and career goals.

III. Objectives, Action Plans, Responsible Parties, Timeline, Resources, Outcomes

Objective 2.1: Fully implement the SSSP Plan
Measure 2.1: All new students who are required to complete matriculation are assessed, complete orientation, complete the placement process, and develop an abbreviated or comprehensive student education plan

Action Plans for Objective 2.1 *Standards alignment: II.C.1, II.C.3, II.C.5, II.C.6*	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.1.1 Complete seamless process for tracking completion of online orientation	SSSP Committee	Fall 2017	Modernization of online student information system	All new students complete online orientation
2.1.2 Complete common assessment tool that is accessible online	SSSP Committee	Fall 2018	Online common assessment tool	All new students who are required to complete matriculation are assessed
2.1.3 Consider the use of automated abbreviated educational plans	SSSP Committee	Fall 2018	Online student information system with automated abbreviated educational plan	All new students who are required to complete matriculation develop an abbreviated education plan
2.1.4 Complete comprehensive educational plans	SSSP Committee	Fall 2018		All new students with 15 units develop a comprehensive student education plan

Objective 2.2: Expand the First Year Experience for full-time entering students and the City Pathways College for part-time students taking math and English

Measure 2.2: Expand FYE to 1,000 students and City Pathways College to 500 students

Action Plans for Objective 2.2	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.2.1 Expand peer to peer mentoring *Standards alignment: II.C.1, II.C.5*	Office of Student Life	2019-20: Provide mentoring for 20% of participating students	Training for student mentors	Increased number of students involved in student mentor/ ambassadors program (200 for FYE and 100 for City Pathways College)
2.2.2 Provide professional development for faculty engaging in FYE/City Pathways *Standards alignment: III.A.14*	Staff and Organizational Development	2016-17	Online faculty orientation/ training	Increased faculty familiarity with and participation in first-year student programs Increase in competency in SI instructors and participating faculty
2.2.3 Increase percentage of supplemental instruction (SI) throughout the educational pathway *Standards alignment: II.C.1, II.C.5*	COMPASS, SI coordinator	2019-20: All basic skills courses have an SI instructor	SI mentors	Increased number of courses with supplemental instruction, in proportion to the increase in FYE and City Pathways participation Increased completion and success rates in courses with SI

Action Plans for Objective 2.2	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.2.4 Operationalize the FYE and City Pathways program *Standards alignment: I.B.9*	vice president of Student Services	2019-20	Hire dedicated dean to oversee program Creation of a Student Success Center	Increased number of students who matriculate from feeder schools Increased number of high school one-stop days Guaranteed support services and placement for participating students in English, math, counseling classes Coordination of Writing Center, Pi Shop, and Learning Skills resources

Objective 2.3: Create accelerated basic skills pathways
Measure 2.3: Decrease in average time students need to complete the basic skills pathway

Action Plans for Objective 2.3	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.3.1 Curriculum development to accelerate student completion of pre-collegiate courses *Standards alignment: II.A.4*	VP Academic Affairs; deans and department chairs of Math, English, Non-Credit, Learning Skills; Staff and Organizational Development	2016-17		Professional development towards familiarity with best practices in accelerating basic skills pathways Development of curriculum allowing for acceleration of completion of pre-collegiate courses

Action Plans for Objective 2.3	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.3.2 Identify additional alternative placement models for student assessment. *Standards alignment: II.C.7*	Admissions Office; Office of Institutional Effectiveness; deans and department chairs of Math and English; Staff and Organizational Development; Curriculum Committee; Academic Senate	2019-20		Professional development towards familiarity with alternative placement models Increase percentage of students placing into higher level courses

Objective 2.4: Create a Second Year Experience
Measure 2.4: Increase in students completing educational goal within six years

Action Plans for Objective 2.4	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.4.1 Ensure that students complete their required comprehensive education plan after completing 15 units (part of SSSP), with career exploration and declaration of a major *Standards alignment: I.C.5*	Counseling	2018		100% compliance with mandates
2.4.2 Continuation of FYE support services in the second year (for full-time entering students, and for part-time students taking math and English), with additional focus on support within the major including a faculty-student mentoring program *Standards alignment: II.C.5*	Staff and Organizational Development; Academic Senate	2017-18: Development of faculty mentoring program	Dedicated faculty mentor within the department for participating students	Expand professional development to educate faculty on best practices on academic mentoring

Action Plans for Objective 2.4	Responsible Party/Committee	Timeline	Required Resources	Outcomes/Indices of Improvement
2.4.3 Build and support cohorts for students in 'signature' academic programs as identified in QFE Objective 1.1.4, such as STEM, performing arts, and allied health departments *Standards alignment: II.C.5*	Counseling, Academic Senate	2017: Identification of signature programs 2018-19 Develop cohorts	Dedicated counselors for cohorts of participating students	Increase in course completion and awards production in signature programs

IV. Assessment: Continuous Improvement

Assessment of the action project will occur annually using the established integrated planning cycle, in the same way the College currently reviews its Educational and Strategic Master Plan. For a description of the process, see "Assessment: Continuous Improvement" for Action Plan #1.

IX. Changes and Plans Arising Out of the Self Evaluation Process

In preparation for the writing of this Self Evaluation, starting in fall 2013, the College began analyzing how well it was meeting the ACCJC's standards and policies. A follow-up analysis occurred in summer 2014 after the release of the new standards. The analysis included a summary of whether more evidence was needed, where to find existing evidence, and planning agendas for how the campus could better meet the standard. Drafts were saved in fall 2013 and summer 2014 to document the planning agendas that were developed and to facilitate tracking of action plans.

Through the analysis, the College identified a number of areas where improvements or changes were needed:

Change Made During the Self Evaluation Process	Standard
Standardized format for naming folders on committee websites on SharePoint	All
Creation and assessment of campus climate survey related to accreditation standards, to be used as data for self evaluation	All
Completion of the Integrated Planning and Governance Handbook, which was vetted through participatory governance committees	I, IV
Updated mission based on Standard I.A.1, and documented process for revising the mission in the Integrated Planning and Governance Handbook	I.A
Increased campus wide education on new mission, new ESMP, and revised program review process. Ongoing events include Days of Dialogue, Student Services Workshops, Classified Symposium, Faculty Symposium	I.A, I.B
Expanded use of SharePoint for tracking unit planning objectives, ensuring alignment with the ESMP, and tracking how campus expenditures are aligned with ESMP priorities	I.A, I.B
Increased assessment of data in ESMP oversight committees, especially in terms of setting targets towards student achievement data and institution set standards	I.B
Worked with CTE Committee to develop a method for tracking job placement for appropriate CTE disciplines, as part of developing ESMP and institution set standards	I.B
Developing institution set standards and unit standards	I.B.3
Disaggregated learning outcomes data for subpopulations of students	I.B.6
Creation of the Institutional Integrity committee to ensure integrity in policies, actions, and communication, with a focus on information posted on the website and printed in the catalog. Writing and approval of the Institutional Integrity Handbook.	I.C.5
Placed program student learning outcomes for degrees and certificates in the catalog	I.C.4
Reinstated the Academic Senate Professional Ethics Committee	I.C.7
Revised ISLOs and remapped outcomes to the new ISLOs	II.A.11 II.A.12
Edited the general education philosophy in the college catalog	II.A.12

Change Made During the Self Evaluation Process	Standard
Added a distance education philosophy to the general education philosophy in the catalog	II.A.12
Expanded assessment of Community Services	II.B.16
Created the Student Services SLO Workgroup	II.C.2
Completed a Human Resources Plan	III.A.1

Summary of action plans for change, improvement, and innovation	Standard	Responsible group	Expected outcomes
Once the revisions to the District Governance and Functions Handbook are complete, the College will hold an open forum to educate employees on the functional maps and division of responsibilities	Section IV.B Division of Responsibilities	Staff and Organizational Development	Increased awareness of District functions
The College will revise the mission statement to make more specific the "degrees and other credentials it offers." The revision will occur through the governance structure in spring and summer 2016 and will be ready for District consideration by fall 2016.	I.A.1.	Strategic Planning Committee	Improved specificity of the mission statement
The College will consider if the mission should include any statements related to its commitment to distance education. The consideration will take place in the governance structure in spring and summer 2016 and, if appropriate, will be ready for District consideration by fall 2016.	I.A.3	Strategic Planning Committee	Improved specificity of the mission statement
Starting in the 2016-17 program review cycle, the College will begin using disaggregated CSLO results between DE and traditional course sections.	I.B.2	SLO&A	Custom action plans towards increased success in DE courses
By spring 2017, the faculty will define additional course student learning outcomes and enter them in official course outlines of record through the curriculum approval process.	I.B.2	SLO&A, Curriculum Committee	Expanded use of learning outcomes
The College will begin assessing progress towards programmatic student achievement in job placement starting in spring 2016.	I.B.3	Program Review and Effectiveness Committee	Increased documentation of job placements
In fall 2016, the College will begin disaggregating ISLOs by age, using 2015-16 data.	I.B.6	SLO&A Committee	Improved awareness of equity gaps

Summary of action plans for change, improvement, and innovation	Standard	Responsible group	Expected outcomes
The College will complete a Continuous Improvement Plan that describes how key integrated planning processes and activities are reviewed, evaluated, and assessed. The Continuous Improvement Plan elaborates on the processes described in the Integrated Planning Handbook and is intended to guide institutional effectiveness and continuous quality improvement. The plan will describe categories and components of the continuous improvement processes, the cycle of evaluation of those processes, and how the processes are aligned with ESMP goals. The plan will be initiated by the Strategic Planning Committee and vetted through the governance structure by the end of spring 2016.	I.B.9	Strategic Planning Committee	Improved integration of campus plan assessments, timeline for evaluating and updating all campus plans, improved integration of supporting plans with the ESMP
Under the direction of the vice president of Academic Affairs, the CTE dean of Workforce and Development began working with CTE department chairs to establish a process for tracking post-completion employment of students during the fall 2015 term. The process is expected to be completed and implemented in spring 2016 and measured for effectiveness at the end of the 2016-17 academic year.	II.A.1	CTE Committee	Increased documentation of employment rates
In the 2016-17 program review cycle, the College will do a course scheduling analysis of low-performing degrees and certificates to determine whether students are able to complete each program within the expected timeframe.	II.A.6	Office of Institutional Effectiveness	Increased awards
In spring 2016 the CTE Committee will work with CTE programs to develop a robust job placement tracking system to better measure student success in gaining employment.	II.A.14	CTE Committee	Increased documentation of job placements
As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews.	II.B.3	Program Review and Effectiveness Committee	Improved DE library support services

Summary of action plans for change, improvement, and innovation	Standard	Responsible group	Expected outcomes
Prior to the fall 2016 program review cycle, add learning support services staff onto the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students.	II.B.3	Distance Education Committee	Improved DE learning support services
The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016.	II.C.2	Program Review and Effectiveness Committee	Increase in DE support services
By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses.	II.C.2	Senior Staff, COMPASS	Improved DE success rates
By fall 2016, the College will provide online tutoring to all students taking online courses.	II.C.3	Student Services	Providing tutoring opportunities for all students
In spring 2016, the College's math and English placement test instruments will be re-validated.	II.C.7	Student Services	Validated placement instruments
For the 2016 college-level and program review, the College will determine a mechanism to track and analyze the College's employment equity record.	III.A.12	CTE Committee	Increased equity in employment record
The College will attempt to meet APPA Level 2 comprehensive stewardship by employing a minimum of 23 full-time maintenance and operations staff by the completion of the ESMP in 2020.	III.B.1	Vice President of Administrative Services	Increased operational efficiency
The College will review and update the Facilities Master Plan starting in spring 2016, including a review of program and service needs for equipment to support DE course offerings.	III.B.2	Facilities Planning Committee	Increased support for DE courses

Summary of action plans for change, improvement, and innovation	Standard	Responsible group	Expected outcomes
While the College will remain vigilant to improve its enrollment management and balance its budget, starting in spring 2016 the College will advocate that the District reexamine its allocation model to assist the colleges who fail to meet anticipated growth targets and which must also cover salary increases without commensurate growth in funding to cover those increases.	III.D.13	Senior Staff	Balanced budget
Starting in spring 2016, the College Council and Academic Senate will create an end of year document that describes all recommendations passed and how those recommendations resulted in improved College operations. The document will include a summary of subcommittee annual assessments and provide a clear way to communicate how the College evaluates its governance and decision-making structures.	IV.A.7	College Council and Academic Senate	Improved communication of College governance and decision-making