2022 Institutional Self-Evaluation Report

LAVC | LOS ANGELES VALLEY COLLEGE

Opportunity. Guidance. Success.

LOS ANGELES VALLEY COLLEGE

Institutional Self-Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:
Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, CA 91401

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 1, 2022

Certification

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

From:
Dr. Barry Gribbons, President
Los Angeles Valley College
5800 Fulton Avenue, Valley Glen, CA 91401

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.
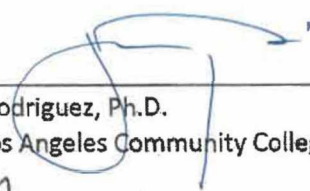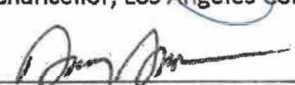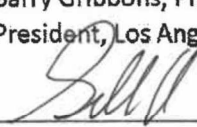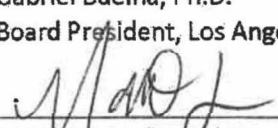
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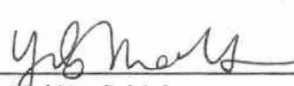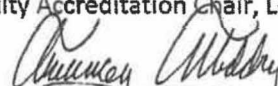
7/7/22
_____   Date
Francisco C. Rodriguez, Ph.D.
Chancellor, Los Angeles Community College District

7/5/22
_____   Date
Barry Gribbons, Ph.D.
President, Los Angeles Valley College

7/7/22
_____   Date
Gabriel Buelna, Ph.D.
Board President, Los Angeles Community College District

7/1/2022
_____   Date
Matthew Jordan, Ed.D.
Accreditation Liaison Officer, Los Angeles Valley College

7/1/2022
_____   Date
Yih-Mei Hu, D.M.A.
Faculty Accreditation Chair, Los Angeles Valley College

7/1/2022
_____   Date
Chauncey Maddren, M.A.
Academic Senate President, Los Angeles Valley College

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Los Angeles Valley College History

Early Beginnings

Los Angeles Valley College (LAVC) was established in 1949 in response to the higher education needs of the rapidly growing San Fernando Valley. The College was officially chartered by the Los Angeles Board of Education in June of 1949, and opened its doors on September 12th of that year on the campus of Van Nuys High School. During its founding academic year, it had 439 students, 23 founding faculty members, and five bungalows that constituted the campus.

LAVC Today

Today, LAVC is a comprehensive two-year institution of higher education that serves the transfer education, career technical education, and lifelong learning needs of residents in the San Fernando Valley region of Los Angeles and beyond. With nearly 16,000 students from San Fernando Valley communities, including North Hollywood, Van Nuys, Panorama City, Pacoima, Burbank, and Sherman Oaks, the College contributes to the economic development and vitality of the region.

The College's diverse student body is reflective of the region it serves. Many communities in the eastern portion of the San Fernando Valley include a high percentage of people of Hispanic descent. LAVC is designated as a Hispanic-serving institution (HSI).

Revitalizing LAVC for Collaboration and Learning

LAVC continues its $704 million renovation and building project to improve the campus' aging facilities and create modern, efficient spaces for enhanced collaboration and learning. This work is funded through voter-passed Propositions A, AA, and Measure J.

Since 2016, LAVC opened a new Administration and Career Advancement Center, which is home to College's administrative offices, classrooms, and a conference center. The completion of the Monarch Athletic Center added new baseball and softball fields and a stadium field house with classrooms, locker rooms, and a weight room. In the next calendar year, the College will open a state-of-the-art Valley Academic and Cultural Center, which will be the future hub for performing arts activities in the eastern San Fernando Valley.

In December 2020, the College demolished its 1950's bungalows, which are the College's original classrooms on the southside of the campus, to make way for the new Academic Complex 1. Academic Complex 1 includes classrooms, office spaces, and computer labs that are designed to replace several buildings that currently house the following departments: Business, Computer Science Information Systems, Emergency Services, Mathematics, Psychology/Statistics, and Sociology/Ethnic Studies.

A new Academic Building 2 will also be constructed (at the location of the current Theatre Arts building) to replace existing buildings that presently house the English, Communication Studies, Applied Technology, and World Languages and Cultures departments.

Data Elements

Communities Generating Highest Enrollment

The majority of LAVC enrollments come from the communities of Van Nuys, Valley Village, Sun Valley, Studio City, Sherman Oaks, Panorama City, Pacoima, North Hollywood, North Hills, Encino, and Burbank.

These areas span from Encino (91416) and Van Nuys (91406) to the West, Burbank (91501) to the East, Pacoima (91333) to the North, and Studio City (91604) to the South. In 2021, the population of this area was 836,202, a decline of 1.6% when compared to 2016.

**Population Density of LAVC Communities
Generating Highest Enrollment by Zip Code**
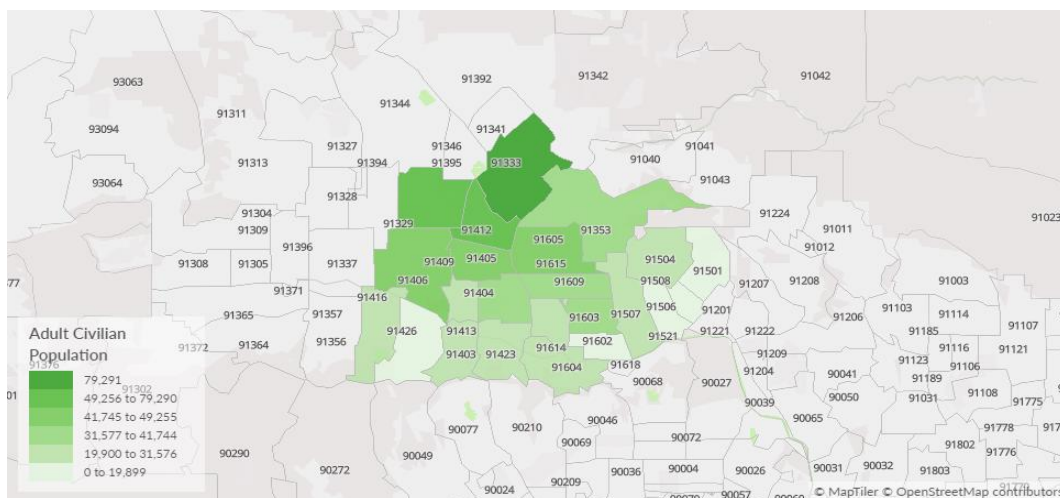
Map Source: EMSI, Selected for LACCD-Identified Zip Codes Generating Highest LAVC Enrollment

In these zip code areas, 17.2% are in their thirties, whereas 14.6% are in their twenties; 5.4% are between 15 and 19 years of age. Of those who reside in these areas, 48% identify as Hispanic, 37% as White (non-Hispanic), 9% as Asian (non-Hispanic), and 4% as Black/African American (non-Hispanic) (source: EMSI).

The percentage of residents older than 18 with some college schooling or higher is 60%. There are differences in how the levels of education are distributed when comparing residents aged 18 to 24 with those aged 25 and over. Perhaps predictably, a larger proportion of the population 25 years and over in this geographical area have earned a bachelor's degree or higher – 34% compared to 14% for residents aged 18 to 24. A striking difference occurs between the proportion of those who have graduated high school and those who have not in the two age ranges. For residents aged 18 to 24 years, 28% have graduated high school (or earned equivalency), whereas only 19% of the population 25 years and over have earned a high school diploma or equivalency. In fact, of those aged 25 years and over, the proportion who have attained less than a high school diploma is slightly higher than those that have (20%, compared to 19%, respectively). Since the group over 25 is larger than the younger age cohort, the overall picture is more reflective of the older subgroup. Overall, 19% of residents over 18 in LAVC's high-enrollment zip codes do not have a high school diploma or equivalency.

**Educational Attainment,
LAVC High Enrollment Zip Codes**
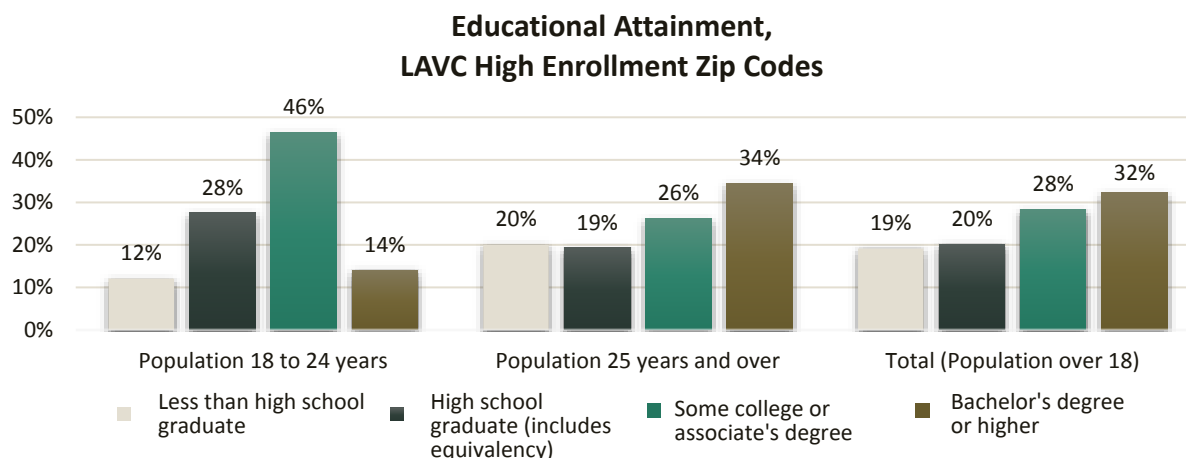
*Data computed by summing census department American Community Survey (ACS)
Five-year estimates (ACSST5Y2020, S1501) for designated zip codes.
https://data.census.gov/cedsci/table?q=educational%20attainment%20by%20zip&g=860XX00US91316,91331,91343,91352,
91401,91402,91403,91405,91406,91411,91423,91436,91501,91502,91504,91505,91506,91601,91602,91604,91605,91606,916
07&tid=ACSST5Y2020.S1501*

Enrollment Trends

The student population at LAVC has been declining since fall 2015. The associated charts reflect that the College's enrollment decline in fall 2017 mirrors the Los Angeles Community College District's (LACCD) decline in the same term, despite a slight increase in the overall state headcount. Fall 2020 marked a steeper decline attributable to the effects of the worldwide Covid-19 pandemic. Precipitous drops in enrollments in fall 2020 and fall 2021 are reflected at the District and state levels as well as at LAVC.

Student Headcount: Fall Terms 2015-2021

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Headcount	20,232	20,147	18,387	18,895	18,326	16,670	14,983
Credit	19,067	18,789	17,299	17,603	17,093	16,046	14,293
Noncredit Only	1,165	1,358	1,088	1,292	1,233	624	690

LACCD Student Headcount (Datamart)

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
161,648	161,101	153,721	158,271	156,441	132,937	119,591
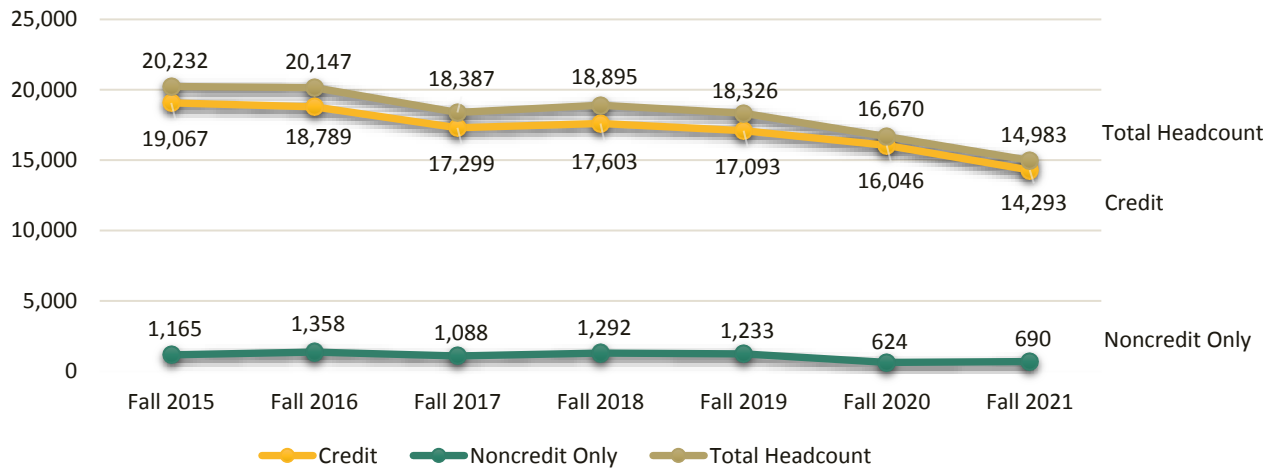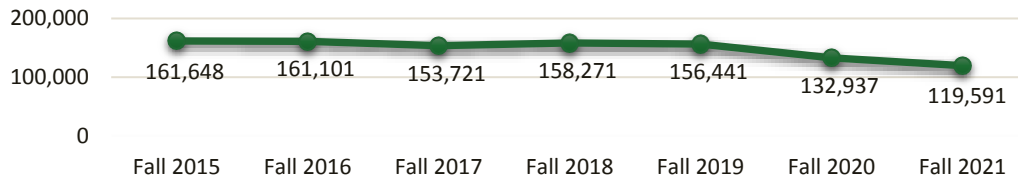
California Community Colleges Systemwide Student Headcount (Datamart)

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1,674,652	1,674,799	1,681,197	1,681,514	1,659,399	1,459,681	1,351,152
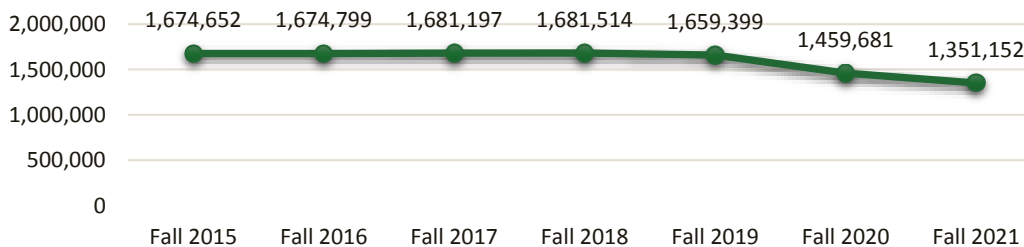
The proportion of First-Time College (FTC) students has fluctuated slightly over the past seven fall terms, reaching a high of 14.6% in fall 2017 and a nadir of 11% in fall 2020; the average was 13.14% over this time period. In the most recent term, fall 2021, the proportion of FTC students appears to have rebounded strongly at 14%, the second highest in seven years.

**Proportion of Headcount of First-Time College Students
Enrolled in Courses for Credit, Fall Terms 2015-2021**
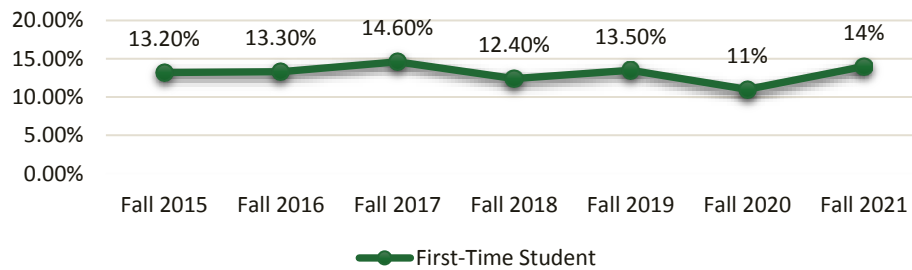
Continuing students comprise the majority of the LAVC population, currently 59%. However, this is lower than the prior four years. Returning students comprise about 8% of the student population, up from the prior four years, but less than the high of 21% in fall 2016.

**Proportion of Student Headcount by Student Status of Students
Enrolled in Courses for Credit, Fall Terms 2015-2021**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First-Time Student	13.2%	13.3%	14.6%	12.4%	13.5%	10.8%	14.1%
Transfer Student From Another College	10.2%	10.1%	10.4%	5.9%	6.4%	4.9%	5.6%
Continuing Student	50.9%	50.0%	63.1%	70.7%	67.6%	71.8%	59.0%
Returning Student	19.9%	21.2%	6.1%	4.4%	4.8%	2.6%	7.6%
Concurrent High School Student	5.6%	5.0%	5.8%	6.7%	7.8%	9,9%	13.4%
Other	0.2%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%

Over the past several years, the number of students concurrently enrolled in high school has increased. In fall 2019, 7.8% of students taking courses for credit were concurrently enrolled in high school; by fall 2021, that proportion had grown to 14%.

Proportion of Headcount of Students Concurrently Enrolled in High School and LAVC Courses for Credit, Fall Terms 2015-2021
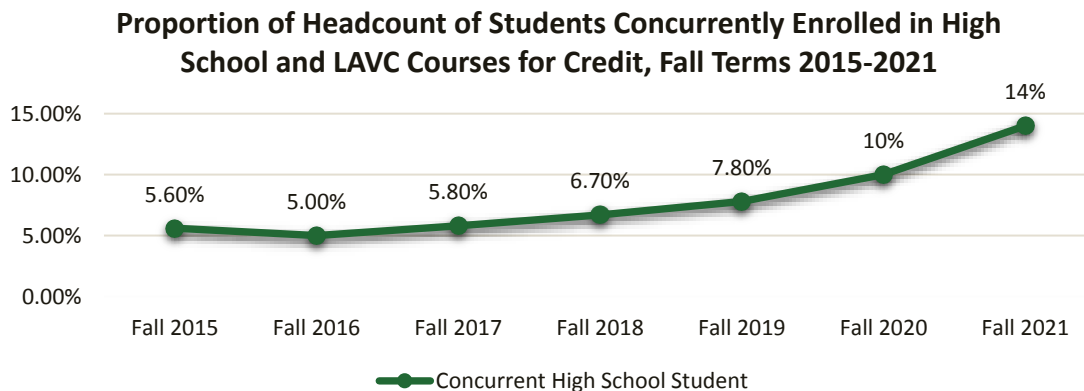
Enrollments (duplicated) in high school dual enrollment classes rose from 797 in fall 2017 to 1,995 in fall 2021. This growth is evidence of the College's success in expanding its work with local high schools by developing relationships and agreements to enroll more high school students in LAVC courses.

Duplicated Course Enrollment in LAVC Dual Enrollment Courses, Fall Terms 2017-2021
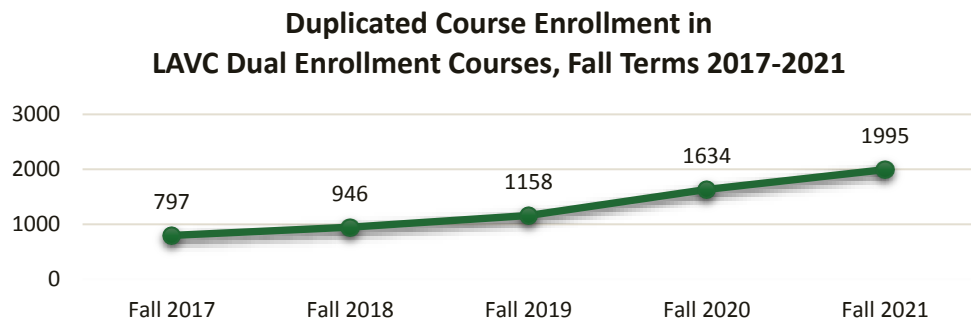
Note: Dual Enrollment identified by "ACE" department
Source: Figures copied from Enrollment and Section Dashboard
https://app.powerbi.com/view?r=eyJrIjoiODdjMTlkNzMtOTliNC00ODU5LWEyNzEtNGY0MmQyNTkzMmZiIiwidCI6IjBiNzEyNjF hLTQ5NWYtNGVhOS05OTExLWRhODQ0Yjk0MDJlZiIsImMiOjZ9&pageName=ReportSection991057d86720acd46e29

Declines in course enrollment parallel the decline in student headcount. By fall 2019, enrollment had dropped 17% since fall 2015 (from 46,906 to 39,144). During the pandemic years, however, enrollment in fall terms dropped by over 9,000 students, a decline of 23.5% between fall 2019 (39,144) and fall 2021 (29,941).

Course Enrollment, Fall Terms 2015-2021
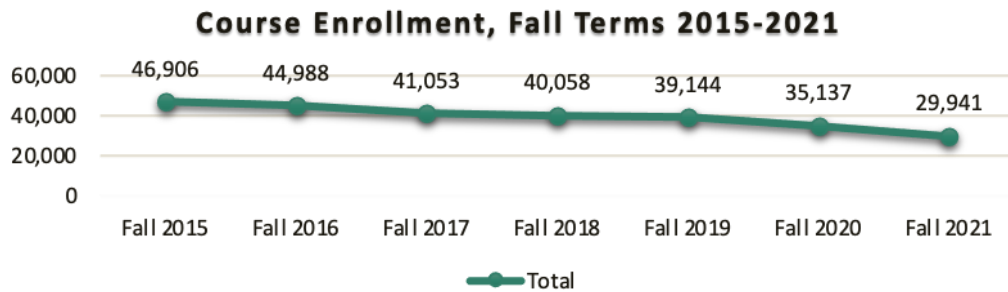
As enrollment declined, the trend in the number of units attempted also declined, as the proportion of students taking fewer than six units grew by four percentage points from 40% in fall 2019 to 44% in fall 2020, and again to 48% in fall 2021.

**Proportion of Student Headcount by Unit Load,
Fall Terms 2015-2021**
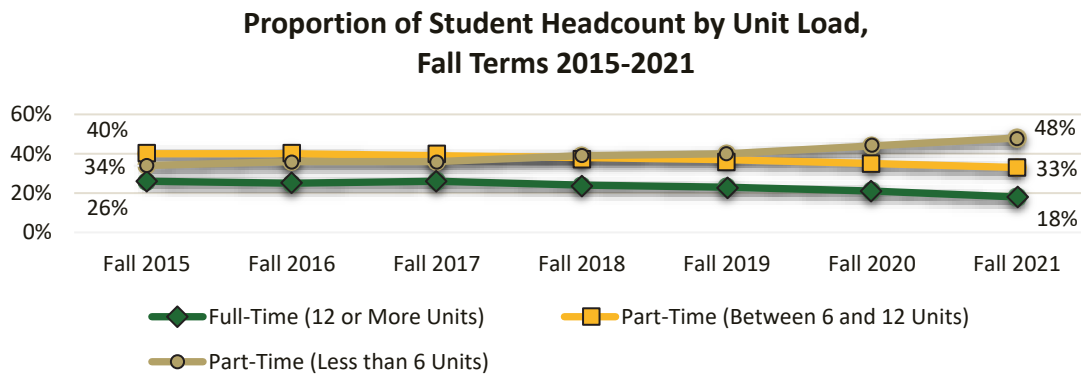
Despite the declines evident in raw enrollment and headcount in fall terms, annual full-time equivalent students (FTES) fluctuated minimally until the 2020-2021 academic year.

Annual Full-Time Equivalent Students (FTES)
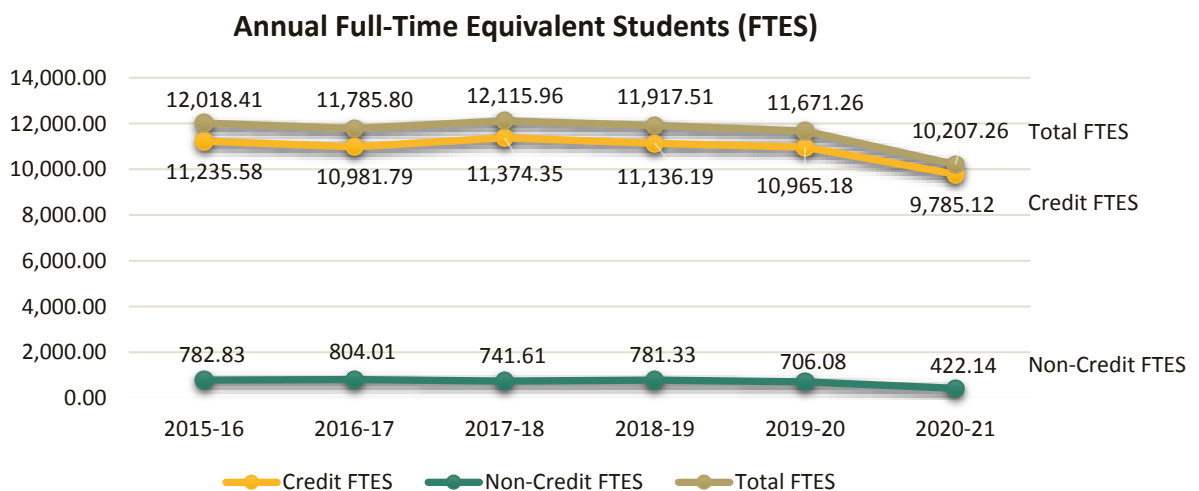
Source: California Community College Chancellor's Office Datamart

The trend in FTEF from fall to fall terms has also declined every year since fall 2016.

Total Full Time Equivalent Faculty (FTEF), Fall Terms 2015-2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FTEF	328.5	332.8	327.4	320.7	314.8	305.6
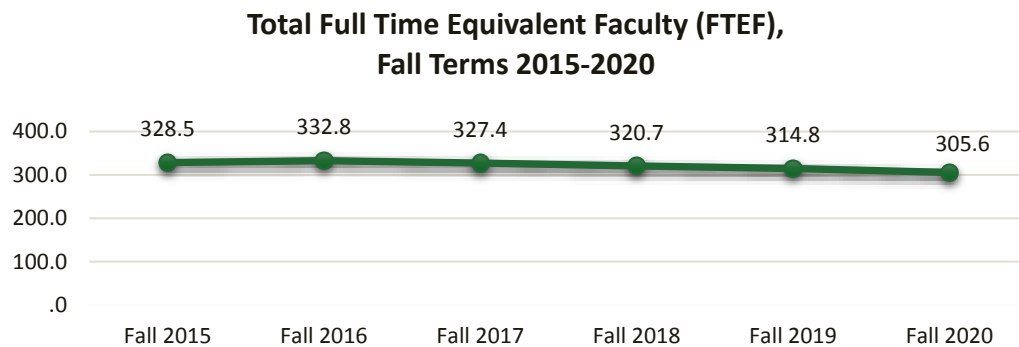
Source: LACCD Databook

Demographics

For all but one of the past six fall terms, females have made up 57% of LAVC students, with males making up the other 43%.

Proportion of Headcount by Gender of Students Enrolled in Credit Courses, Fall Terms 2015-2021

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	57%	57%	57%	57%	57%	59%	57%
Male	43%	43%	43%	43%	43%	40%	43%
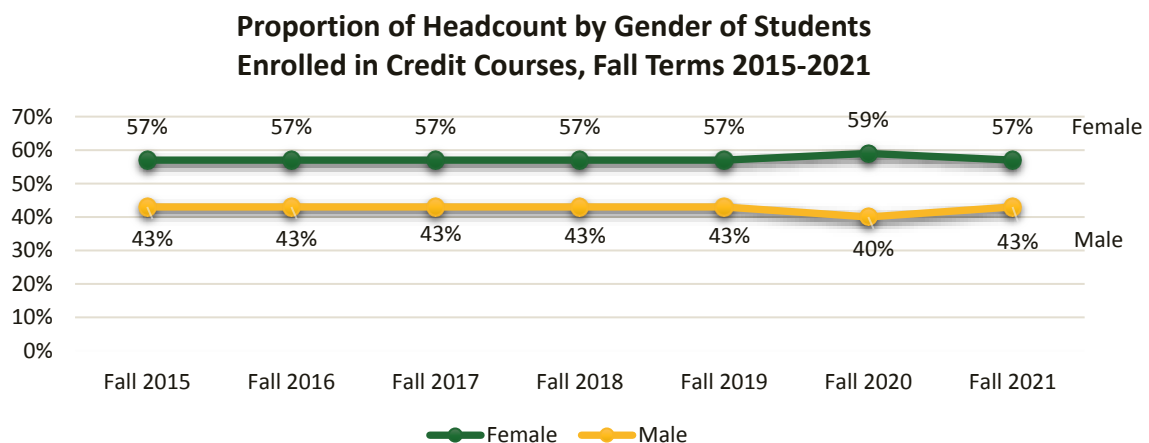
While the proportion of students older than age 25 and younger than age 25 has remained relatively consistent between 2015 and 2021, the percentage of students younger than 20 years old has increased. The rise in the number of students who take classes at LAVC while concurrently enrolled in high school contributes to the growth of the "Less than 20 years old" category.

Proportion of Headcount by Age Group of Students Enrolled in Courses for Credit, Fall Terms 2015-2021

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Less than 20 years old	23%	23%	25%	26%	28%	29%	32%
20-24 years old	36%	34%	34%	32%	31%	29%	26%
25-39 years old	29%	30%	30%	30%	29%	31%	30%
40 or more	12%	13%	12%	12%	11%	12%	13%
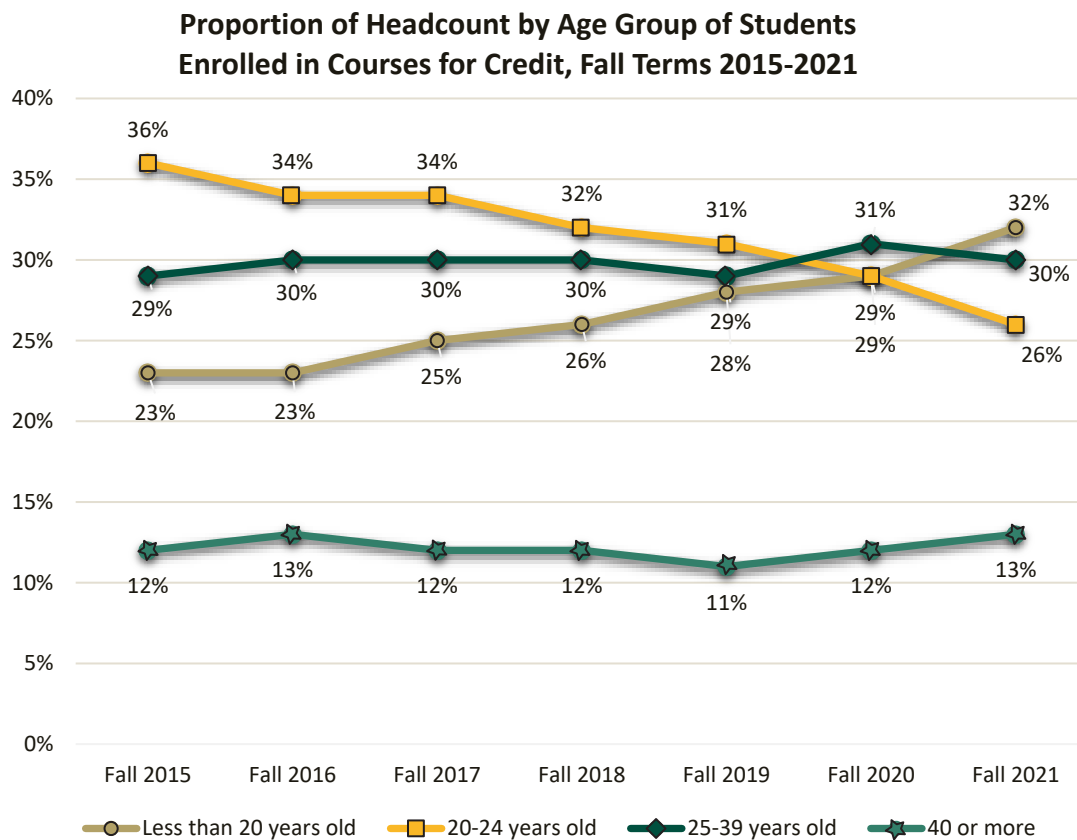
The proportion of students identified as Hispanic/Latino has remained steady between 40% and 42% with the exception of Fall 2021, when the proportion of Hispanic/Latino students dipped to 39%. Students who indicate belonging to more than one identified racial/ethnic subgroup are coded as "Two or More Races," including those who indicate a Hispanic/Latino subgroup and another race/ethnicity. The "Two or More Races" category grew, especially over the four most recent fall terms, from 11% in fall 2017 to 16% in fall 2021. Since fall 2015, the proportions of White students and Black/African American students have remained steady at about 30% and 5%, respectively. Asian students currently comprise about 8% of the student population, fluctuating between 6% and 8% since fall 2015. Two demographics, Native Hawaiian/Pacific Islander and American Indian/Alaskan Native, do not appear on the following chart, as these groups are below 1%.

Proportion of Headcount by Race/Ethnicity of Students Enrolled in Courses for Credit, Fall Terms 2015-2021

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
White (W)	W 30%	W 30%	W 29%	W 30%	W 30%	W 29%	W 30%
Unreported or Unknown (U)	U 4%	U 4%	U 9%	U 5%	U 4%	U 4%	U 3%
Two or More Races (T)	T 11%	T 11%	T 11%	T 13%	T 13%	T 15%	T 16%
Hispanic, Latino (H)	H 42%	H 42%	H 40%	H 41%	H 42%	H 40%	H 39%
Black or African American (B)	B 5%	B 5%	B 4%	B 5%	B 5%	B 5%	B 5%
Asian (A)	A 8%	A 8%	A 7%	A 6%	A 6%	A 7%	A 7%

Legend: Asian (A), Black or African American (B), Hispanic, Latino (H), Two or More Races (T), Unreported or Unknown (U), White (W)
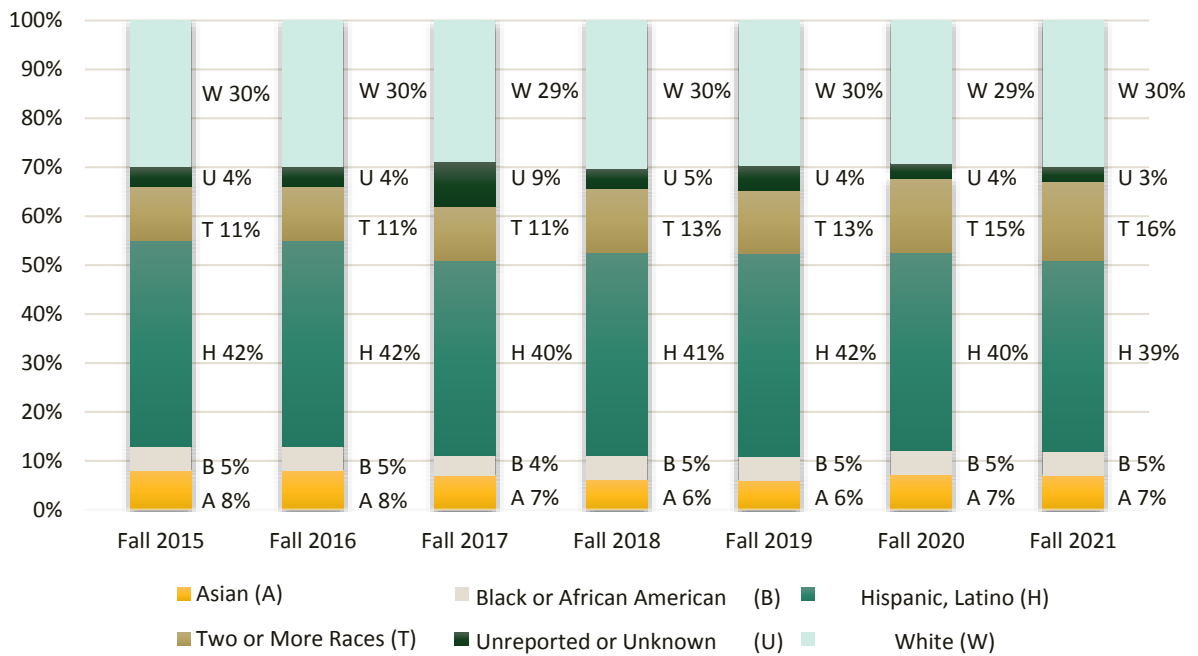
Student Achievement

Course Success and Retention

Course success and retention rates have been on an upward trend since fall 2015, with highs in both course success (73%) and course retention (88%) in fall 2020. Fall 2021 saw a modest decline to figures comparable to fall 2018 (69% success, 86% retention).

Course Success and Retention Rates, Fall Terms 2015-2021

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Course Retention	83%	85%	87%	86%	87%	88%	86%
Course Success	67%	68%	70%	69%	70%	73%	69%

Legend: Course Success, Course Retention
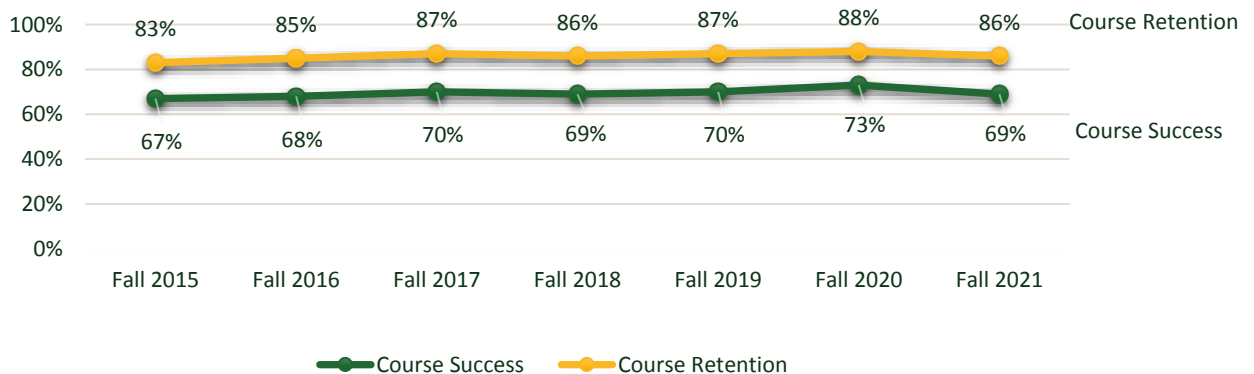
There are noticeable differences when course success rates are disaggregated. Course success rates for female students are 3%-5% higher than that of male students, although in fall 2020 and fall 2021, the gap between men and women narrowed. Students who are "40 and older" have the highest course success rates, while students between 20 and 24 have the lowest, compared to other age groups. Success rates for Native Hawaiian, Pacific Islander, Black/African American, and Hispanic/Latino students trend lower than students that fall into other racial/ethnic groupings.

Course Success Rates By Gender

Female: Fall 2018 71%, Fall 2019 72%, Fall 2020 74%, Fall 2021 70%
Male: Fall 2018 67%, Fall 2019 67%, Fall 2020 71%, Fall 2021 68%

Legend: Fall 2018, Fall 2019, Fall 2020, Fall 2021
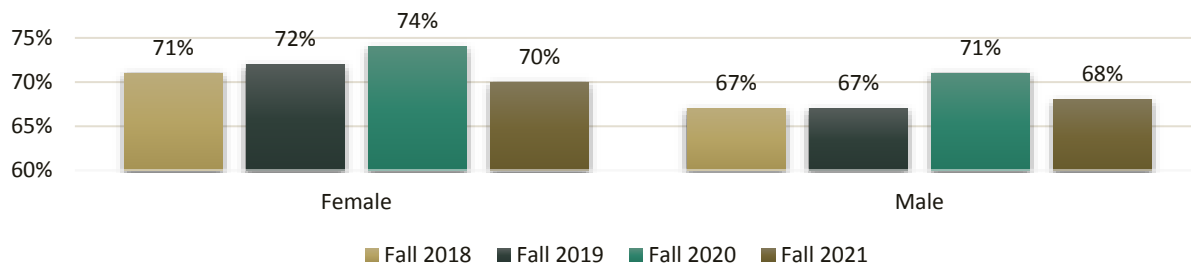
Course Success Rates by Age Group

Less than 20 years old: Fall 2018 66%, Fall 2019 67%, Fall 2020 72%, Fall 2021 69%
20-24 years old: Fall 2018 66%, Fall 2019 65%, Fall 2020 68%, Fall 2021 65%
25-39 years old: Fall 2018 73%, Fall 2019 74%, Fall 2020 76%, Fall 2021 70%
40 or more: Fall 2018 79%, Fall 2019 80%, Fall 2020 81%, Fall 2021 75%

Legend: Fall 2018, Fall 2019, Fall 2020, Fall 2021

Course Success Rates by Race/Ethnic Group
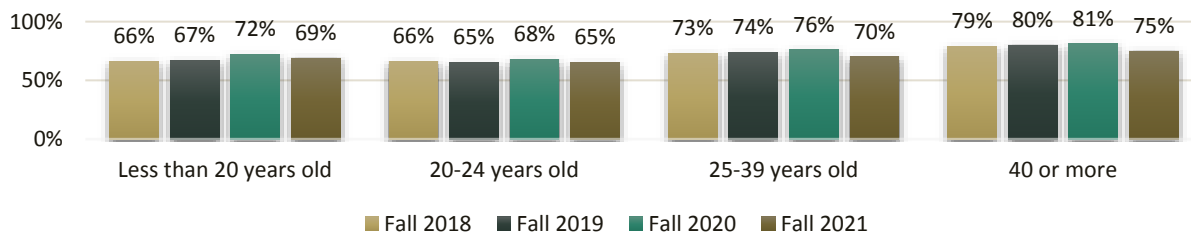
American Indian or Alaskan Native: Fall 2018 78%, Fall 2019 67%, Fall 2020 83%, Fall 2021 81%
Asian: Fall 2018 77%, Fall 2019 78%, Fall 2020 78%, Fall 2021 78%
Black or African American: Fall 2018 62%, Fall 2019 60%, Fall 2020 67%, Fall 2021 64%
Hispanic, Latino: Fall 2018 63%, Fall 2019 63%, Fall 2020 67%, Fall 2021 63%
Native Hawaiian or Pacific Islander: Fall 2018 58%, Fall 2019 72%, Fall 2020 68%, Fall 2021 52%
Two or More Races: Fall 2018 67%, Fall 2019 67%, Fall 2020 71%, Fall 2021 67%
Unreported or Unknown: Fall 2018 75%, Fall 2019 76%, Fall 2020 78%, Fall 2021 74%
White: Fall 2018 78%, Fall 2019 79%, Fall 2020 81%, Fall 2021 76%

Legend: Fall 2018, Fall 2019, Fall 2020, Fall 2021

Completion of Awards

The number of degrees and certificates earned by LAVC students has steadily risen since the 2016-2017 academic year. As a proportion of all awards granted, the number of Certificates of Achievement held steady at or near 36% since the 2018-19 academic year. The proportion of both associate degrees and transfer associate degrees has increased steadily since 2018-19, accounting for 53% of overall awards. Approximately 10% of annual awards are non-credit certificates.

Count of Awards Granted
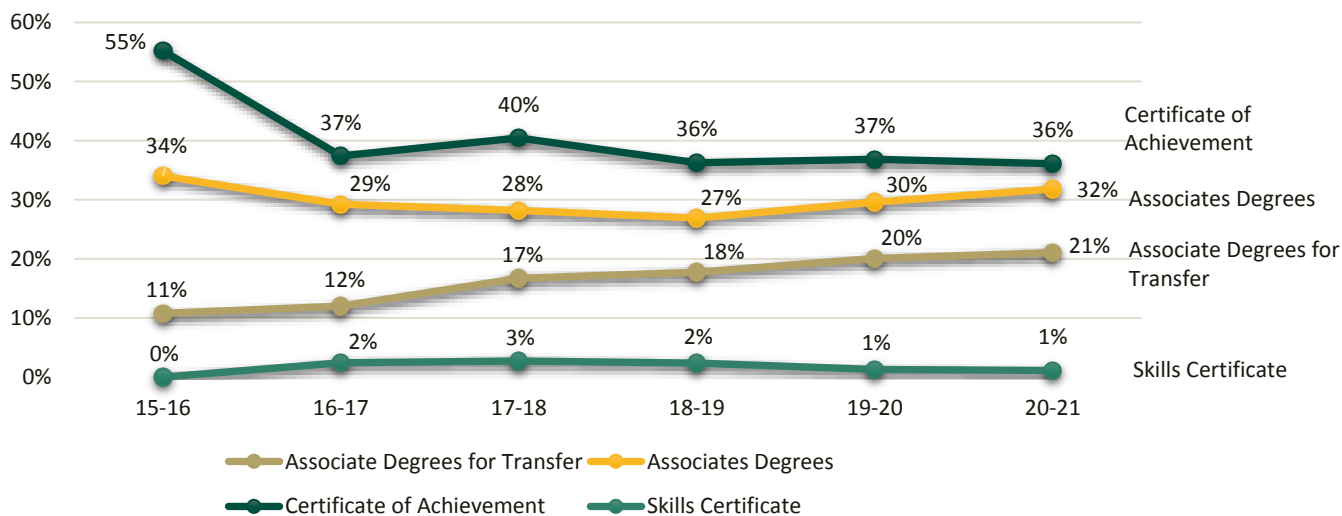
Year	All Associates Degrees	Certificate of Achievement	Skills Certificate	Non-Credit Certificate
15-16	1072	1320	78	—
16-17	1330	1207	—	610
17-18	1404	1265	85	372
18-19	1575	1279	84	589
19-20	1957	1451	51	479
20-21	2197	1500	47	411
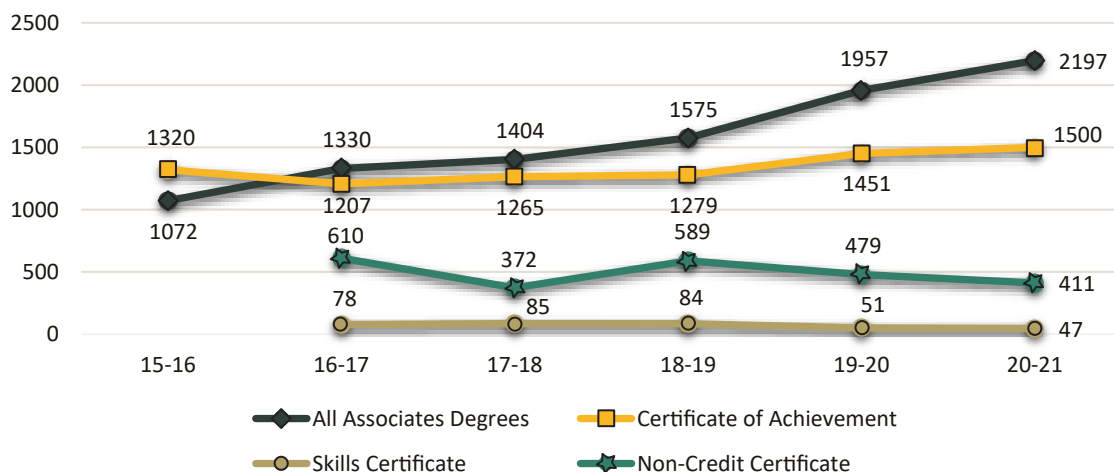
Proportion of All Awards by Award Type

Year	Associate Degrees for Transfer	Associates Degrees	Certificate of Achievement	Skills Certificate
15-16	11%	34%	55%	0%
16-17	12%	29%	37%	2%
17-18	17%	28%	40%	3%
18-19	18%	27%	36%	2%
19-20	20%	30%	37%	1%
20-21	21%	32%	36%	1%

The number of awarded Associate Degrees for Transfer (ADT) has been growing, as ADTs guarantee students admission to a California State University (CSU) campus in that major. As a proportion of all degrees and certificates in the 2020-21 academic year, 21% were ADTs. Since the 2018-2019 academic year, 40% of associate degrees awarded at LAVC were ADTs.

Organization of the Self-Evaluation Process

Over the past two years, LAVC has been engaged in dialogue and research to examine the institution and evaluate how the College is meeting each standard. The Accreditation Liaison Officer (ALO), Faculty Accreditation Chair (FAC), and Dean of Institutional Effectiveness guided these efforts, meeting regularly to assess progress and plan next steps. They began by recruiting tri-chairs (consisting of an administrator, a faculty member, and a classified staff member) to lead the 11 standard teams. An executive steering committee of campus leaders met periodically to examine findings and solidify the action plans and contents of the Quality Focus Essay. As members of the Los Angeles Community College District (LACCD) Accreditation Committee, the FAC and ALO also provided feedback on the District's narrative and evidence in Standards IIIA, IIIB, IIIC, IIID, IVC, and IVD.

Accreditation mega-meetings, Presidential campus updates, newsletters, and emails kept the College community apprised of activities and invited participation. The self-evaluation process was collegial and productive, fostering collaboration and cooperation with all constituencies represented. This report is an accurate appraisal of the institution, a chronicle of where the College has been, and a vision of LAVC's future.

Executive Steering Committee

Dr. Matthew Jordan, Accreditation Liaison Officer and Vice President of Academic Affairs
Dr. Barry Gribbons, President, Los Angeles Valley College
Ms. Michelle Fowles, Dean of Institutional Effectiveness
Ms. Sarah Song, Vice President of Administrative Services
Mr. Florentino Manzano, Vice President of Student Services
Mr. Chauncey Maddren, Academic Senate President
Dr. Yih-Mei Hu, Faculty Accreditation Chair
Dr. Ruby Christian-Brougham, AFT 1521 Chapter President
Mr. Jonathon Hooker, AFT 1521A Chapter Chair

LAVC Self-Evaluation Timeline

Summer 2020
Accreditation Steering Committee meets to map out the preliminary timeline for the ISER and discuss recruitment for the 11 standard teams

Fall 2020
Selection of tri-chairs and recruitment of team members; organize teams and conduct training for chairs and team members; an ACCJC training was held for all District colleges; November kickoff meeting for LAVC

Winter 2021
Teams begin work on ISER; SharePoint site for collecting evidence was set up by the LACCD

Spring 2021
Teams gather evidence and write narrative; mega-meeting of all teams in May; first drafts sent to ALO and FAC in June

Fall 2021
The ALO and FAC provided specific feedback for all team drafts; mega-meeting of all teams to fill in gaps and compile action projects for the QFE; second drafts due November 30

Spring 2022
Draft of ISER prepared for campus and community review; opportunities for public comment on President's Campus Updates; final report approved by the Senate, IEC, and the College President

Summer 2022
ISER and evidence finalized and approved by the LACCD Board of Trustees; completed graphic design and formatting for submission

Fall 2022
Prepare for feedback from the ACCJC evaluation team and possible campus visit in Spring 2023

Accreditation Self-Evaluation Tri-Chairs & Team Members

Standard IA
Sherri Rodriguez*
Kevin Sanford**
Brandon Lo‡
Agyeman Boateng
Shirin Herrington
Fatema Baldiwala

Standard IB
Liz Negrete*
Christina Peter**
Laura Weaver‡
Michelle Lin
George Caleodis

Standard IC
Dave Green*
Tyler Prante**
Israel Ortiz‡
Meredith Leonard
Cathy Jin

Standard IIA
Karen Daar*
Edgar Perez**
Matthew Walsh‡
Holly Batty
Lilit Davoyan
Raffi Kahwajian
Jermain Pipkins

Additional Contributors
Clifton Mar, Evidence Support
Katherine Coert, Graphic Design

Standard IIB
Deborah diCesare*
Scott Weigand**
Lilit Petrosyan‡
Cynthia Cohen
Meredith Stoops
Cheyenne Hohman

Standard IIC
Florentino Manzano*/
Sorangel Hernandez*
Clive Gordon**
Francie Hurwit‡
Joel Trudgeon
Kathryn Queen
Gabriela Caballero
Ashley Du
Gabriel Hernandez
Veronica Garcia-Vargas
Monica Flores
Emily Gutierrez

Standard IIIA
Matthew Jordan*
Victorino Fusilero**
Lizbeth Martinez
Roberto Gutierrez

Standard IIIB
Will Karrat*
Christian Nova**
Mark Svastics‡
Michael Atkin
Douglas Marriott

Standard IIIC
Laurie Nalepa*
Wilson Chu**
Jonathon Hooker‡
Joshua Miller
Henry Louie
Gregory Morrison

Standard IIID
Sarah Song*
Howard Levine**
Tom Aduwo‡
Vernon Bridges

Standard IVA/B
Llanet Martin*
Chauncey Maddren**
Cynthia Maddren
Barry Gribbons
Ruby Christian-Brougham
Komfort Akyempon-Archer
Edward Gika

*	Administrative Chair
**	Faculty Chair
‡	Staff Chair

Compliance with Eligibility Requirements

1. Authority

Los Angeles Valley College 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 1949 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges, WASC (**ER1**_Reaffirm_Accred_2018; **ER2**_Midterm_Approval_2020).

2. Operational Status

LAVC is a comprehensive college that has been in continuous operation since 1949. Students actively pursue a wide range of academic and vocational programs leading to degrees and certificates, transfer to four-year colleges and universities, job training, career advancement, personal enrichment, and lifelong learning (**ER3**_Educ_Programs_2022).

3. Degrees

LAVC offers programs leading to 54 Associate in Arts (AA) degrees, 18 Associate in Science (AS) degrees, 18 Associate in Arts for Transfer (AA-T) degrees, eight Associate in Science for Transfer (AS-T) degrees, 63 Certificates of Achievement, 10 Skills Certificates, and 17 Noncredit Certificates of Completion (**ER3**_Educ_Programs_2022).

4. Chief Executive Officer

Dr. Barry Gribbons has been LAVC's college president since August 2019 (**ER4**_President_Bio). His full-time responsibility is to serve as the chief executive officer of the College. He is given authority by the Board of Trustees to administer Board Policies and Administrative Procedures. He does not serve on the District governing board.

5. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. LAVC, as part of the Los Angeles Community College District (LACCD), received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (**ER5** Audit).

Information from external LACCD audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Board of Trustees, and the CFO. Financial audit and management responses to any exceptions are reviewed and discussed in the Board's public sessions.

Eligibility requirements #6 through #21 are addressed in the Self-Evaluation Report

Compliance with Commission Policies

Policies on Rights and Responsibilities of the Commission and Member Institutions

In spring 2022, the College solicited third-party comment on its self-evaluation report by sending out a campus-wide survey to request feedback (**CP01**_ISER_Draft_Survey). In addition, opportunities for public comment were provided on select President's Campus Updates (**CP02**_Presidents_Update) and the report was agendized at participatory governance meetings for discussion. The Board of Trustees held a public meeting to review the report on June 15, 2022 (**CP03**_Board_IESS_Agenda). The agenda was posted on *Board Docs*, a District website, and included public comment. The College will cooperate with the visiting evaluation team if follow-up related to third-party comments is required.

Policy on Institutional Degrees and Credits

The College conforms to standards and practices as required by the California Education Code for awarding credits and degrees. Administrative Policy 4100 codifies the minimum accepted program length for an associate degree as "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 and at least 18 semester units of study in general education" (**CP04**_AP4100). The Valley College Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.

Procedures for determining a credit hour have been established by the California Community Colleges Chancellor's Office and are published in its *Program and Course Approval Handbook*. Units of credit for coursework at LAVC follow these established guidelines which maintain that one unit of credit is awarded for every three hours of student learning time per week in a term. The specific relationship of units to hours for each course is visualized in a table on the course outline of record (**CP05**_Sample_Table_COR). The Valley College Curriculum Committee reviews all course outlines to verify that unit-to-student-learning-hour ratios are correct. The College does not offer courses based on clock hours or direct assessment programs.

Policy on Transfer of Credit

LAVC publishes its procedures for accepting transfer credit completed at other colleges and universities, and outlines them in the Catalog and on the public website (**CP06**_Catalog_Transfer; **CP07**_Website_Transfer). Procedures for transferring credit are not only described for accredited United States institutions, but also for military study, Advanced Placement, College Level Examination Program, International Baccalaureate, and Foreign Transfer Credit.

Counseling faculty and graduation evaluators, in consultation with department chairs, review courses when there are questions regarding equivalency of courses from other institutions. LAVC's Career Transfer Center encourages students to utilize the website to access current transfer information. The Center holds regular events to help students understand transfer requirements (**CP08**_Career_Transfer_Email).

Policy on Representation of Accredited Status

See Policy on Student and Public Complaints Against Institutions below.

Policy on Distance Education and on Correspondence Education

All courses offered in the distance education (DE) delivery mode are of the same quality and have the same accountability and focus on learning outcomes as other LAVC courses. They go through the same established curricular process and have the same clearly defined SLOs as face-to-face courses, and students are assessed for their achievement. LAVC does not offer any correspondence courses.

Policies and requirements for all DE offerings in the LACCD are established by Administrative Procedure 4105 (**CP09**_AP4105). Courses are not approved to be offered as DE unless they meet the conditions of AP 4105, which include regular and substantive interaction between the instructor and students (initiated by the instructor) and online activities that are part of the students' grades. Based on AP 4105, the Distance Education Subcommittee of the Academic Senate's Curriculum Committee and the Campus Distance Education Committee established approval guidelines for courses offered in the DE modality (**CP10**_DE_Approve_Guidelines). Faculty are evaluated according to contractual stipulations to ensure quality instruction and that the DE guidelines are met. As stated in AP 4105, the District authenticates student identity in DE courses in a manner consistent with federal regulations pertaining to federal financial aid.

The College's technology infrastructure is sufficient to maintain the courses offered through DE. Students have access to online services and assistance from Virtual Valley, which offers resources for faculty (**CP11**_VV_Faculty) and students (**CP12**_VV_Students). The DE Coordinator

supports faculty in using the learning management system and providing training on creating the appropriate elements of a course. Students can access student services (e.g., registration, financial aid, orientation) and educational resources (e.g., library research databases, posted materials from the Writing Center). Online tutoring is available to students in DE and hybrid classes, as described in Standard IIB.

Policy on Student and Public Complaints Against Institutions

Policies and procedures for filing complaints as well as access to complaint forms and instructions are posted on the LAVC Policies Website and in the *LAVC Catalog* (**CP13** LAVC_Policies; **CP14** Catalog_Complaints). The College Ombudsperson handles complaints for students as well as issues for employees (**CP15** Ombuds_Students; **CP16** Ombuds_Employees). Complaints for allegations of unlawful sexual harassment/discrimination are handled solely by the LACCD's Office for Diversity, Equity, and Inclusion (**CP17** ODEI). Information on how to file a complaint for any of these issues is located on the Ombudsperson's page on the College website under District compliance (**CP18** Ombuds_District). Complaints relating to Title IX Compliance are posted on the College website as well (**CP19** Title_IX).

The College maintains files of student complaints in all four divisions (Academic Affairs, Student Services, Administrative Services, and Office of the President). The student complaint files since the last comprehensive evaluation are available in those offices or from the LACCD's Office for Diversity, Equity, and Inclusion. The files provide evidence that the complaint policies and procedures were appropriately implemented.

LAVC posts contact information for filing complaints with the agencies that accredit the college and its programs (**CP20** Accred_Webpage). Information on the agencies that accredit our Nursing and Respiratory Therapy programs is also posted on these programs' webpages (**CP21** Nursing_Accred; **CP22** RT_Accred).

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

The College provides accurate, current, and detailed information to students and public about its programs and policies on its website and in its College Catalog. It posts information on its accredited status on page two of the College catalog and on its Accreditation website (**CP20** Accred_Webpage), which is one click away from the LAVC homepage.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not have any contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

Student loan default rates are consistently monitored to ensure compliance with federal regulations. Using a new process of document intake with Campus Logic which is accessed through the student portal, students must complete the Student Loan Request Form (**CP23** Loan_Instructions). The loan application process helps students make informed borrowing decisions and understand their obligations as borrowers.

The LAVC Financial Aid Office utilizes a number of strategies to prevent loan defaults: (1) by thoroughly reviewing all loan applications to ensure correctness and completion; (2) by requiring loan applicants to undergo the College's in-house entrance and exit loan counseling sessions; (3) by checking for previous loan history to ensure students have not already exceeded any aggregate loan amounts, as mandated by the U.S. Department of Education.

As a result of an audit finding at another college in the LACCD, a correction plan was developed to address loan defaults, as described in Standard IIID15. The Student Loan Default Prevention Plan was subsequently implemented for the entire District, as students are awarded aid on cross-enrollments at any of the nine colleges in the LACCD. Since the last accreditation visit, LAVC's default rates have decreased from 15.3 to 8.2 percent (**CP24** Default_Rate).
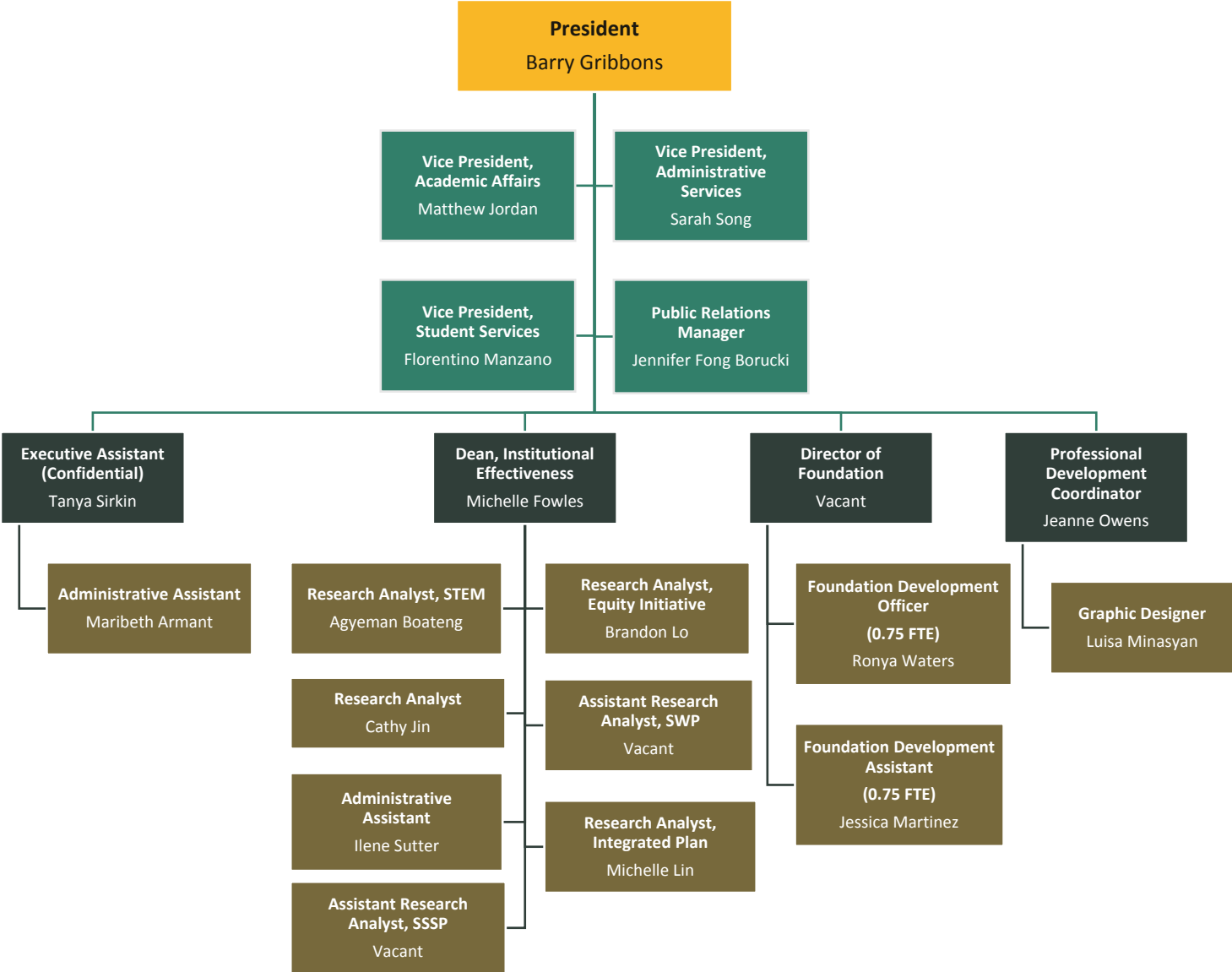
Evidence List for Eligibility Requirements and Compliance with Commission Policies
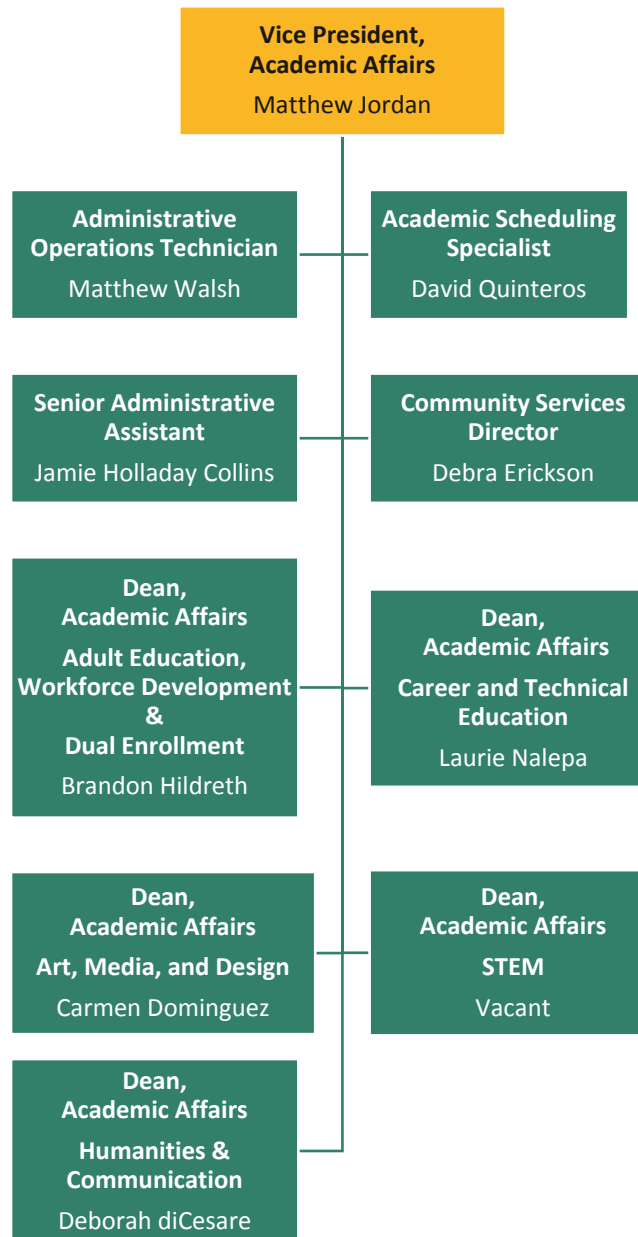
CP01_ISER_Draft_Survey
CP02_Presidents_Update
CP03_Board_IESS_Agenda
CP04_AP4100
CP05_Sample_Table_COR
CP06_Catalog_Transfer
CP07_Website_Transfer
CP08_Career_Transfer_Email
CP09_AP4105
CP10_DE_Approve_Guidelines
CP11_VV_Faculty
CP12_VV_Students
CP13_LAVC_Policies
CP14_Catalog_Complaints
CP15_Ombuds_Students
CP16_Ombuds_Employees
CP17_ODEI
CP18_Ombuds_District
CP19_Title_IX
CP20_Accred_Webpage
CP21_Nursing_Accred
CP22_RT_Accred
CP23_Loan_Instructions
CP24_Default_Rate
ER1_Reaffirm_Accred_2018
ER2_Midterm_Approval_2020
ER3_Educ_Programs_2022
ER4_President_Bio
ER5_Audit

Organizational Charts

Executive Division

President
Barry Gribbons

- **Vice President, Academic Affairs** — Matthew Jordan
- **Vice President, Administrative Services** — Sarah Song
- **Vice President, Student Services** — Florentino Manzano
- **Public Relations Manager** — Jennifer Fong Borucki

Executive Assistant (Confidential)
Tanya Sirkin
- **Administrative Assistant** — Maribeth Armant

Dean, Institutional Effectiveness
Michelle Fowles
- **Research Analyst, STEM** — Agyeman Boateng
- **Research Analyst, Equity Initiative** — Brandon Lo
- **Research Analyst** — Cathy Jin
- **Assistant Research Analyst, SWP** — Vacant
- **Administrative Assistant** — Ilene Sutter
- **Research Analyst, Integrated Plan** — Michelle Lin
- **Assistant Research Analyst, SSSP** — Vacant

Director of Foundation
Vacant
- **Foundation Development Officer (0.75 FTE)** — Ronya Waters
- **Foundation Development Assistant (0.75 FTE)** — Jessica Martinez

Professional Development Coordinator
Jeanne Owens
- **Graphic Designer** — Luisa Minasyan

Academic Affairs

Vice President, Academic Affairs
Matthew Jordan

Administrative Operations Technician
Matthew Walsh

Academic Scheduling Specialist
David Quinteros

Senior Administrative Assistant
Jamie Holladay Collins

Community Services Director
Debra Erickson

Dean, Academic Affairs
Adult Education, Workforce Development & Dual Enrollment
Brandon Hildreth

Dean, Academic Affairs
Career and Technical Education
Laurie Nalepa

Dean, Academic Affairs
Art, Media, and Design
Carmen Dominguez

Dean, Academic Affairs
STEM
Vacant

Dean, Academic Affairs
Humanities & Communication
Deborah diCesare

CAP 1: Health & Public Service
CAP 2: Business, Entrepreneurship, & Law

Dean of Academic Affairs
Career and Technical Education
Laurie Nalepa

CTE Director
Valeria Covarrubias

SSD Liaison

SFP Office Assistant SFP
Ani Davoyan

Strong Workforce /Perkins

Kinesiology

Department Chair
Patty Melody

Faculty
Frances Garcia
Monica Hang
Christopher Johnson
David Mallas
James McMillan
Sandra Perry
James Sims
Lester Towns III
Virgil Watson

Facilities Assistants
Angelica Arcila
David Melody

Emergency Services

Department Chair
Jennifer Read

Faculty
William Hendricks

Child Development

Department Chair
Veronica Getskow

Faculty
Tracey Baca
Elmida Baghdaserians
Gloria Daims

Computer Science & Information Systems (CSIS)

Department Chair
Michael Rahni

Faculty
Gerald Clark
Shirin Herrington
Sako Sefiani

Instructional Assistants
Josie Stein
Vacant

Business Administration

Department Chair
Vacant

Faculty
Nikoo Berenji
Siu Chung
Howard Levine
Raymond Mathieu
Kevin Sanford
Vacant
Vacant

Health Science

Department Chair
Preethamol Puthiakunnel

Faculty
Norma Albarran Duarte
Mario Chavez
Marichu Gan
Kim Hollingshead
Gregory Morrison
Hermel Nuyda
Cheryl Pearson
Bilma Pellissery
Josephine Ross
Vacant
Vacant
Vacant

Instructional Assistant
Erick Reyes

Vice Chair
Geraldine Weber

Senior Office Assistant
Alessandra Fernandes

Respiratory Therapy Bachelor's Program

Valley College Online

Coordinator
Magda Walsh

Online Technical Support Assistant
Israel Ortiz

CAP: Humanities & Communication

Dean of Academic Affairs
Humanities & Communication
Deborah diCesare

Administrative Assistant
Gloria (Lisa) Dalati

Grants Coordinator
Nona Matatova

Academic Resource Center

Director
Scott Weigand

Instructional Assistants (Language)
Jose Cancino
Kelly Salter

Instructional Assistant (Math)
Nikolay Olshansky

Computer Commons
Computer Lab Assistant
Robert Leavitt

Biology Tutoring Liaison

Peer Mentoring Coordinator
Meredith Leonard

Continuing Education (Non-Credit ESL)

Department Chair
Lilit Davoyan

Faculty
Amadeo Quilici
Sarah Van Norman

Citizenship Center
Lilit Gevorgian

English as a Second Language (ESL)

Department Chair
Reginald Hubbard

Faculty
Eric Maceyko
Edgar Perez
Shawn Smith

Communication Studies

Department Chair
Duane Smith

Faculty
Kevin Briancesco
Joseph Faina
Josh Miller
Roana Thornock

History, Humanities, Law, Political Science (HHLPS)

Department Chair
Michelle Visco

Faculty
Edward Gika
Rick Murray
Chris Nielsen
Anthony O'Regan
Joshua Sperber

Library

Department Chair
Cynthia Cohen

Faculty
Xiaoyang Liu-Behlendorf
Alexandra Chappell
Michael Fitzgerald
Meghan Gaynor-Cason

Library Technicians
Lonnette Davis
David Hernandez
Bonnie Hou
WaiWai-Ying Lui
Elisa Reynaga
Vacant

LAVC Historical Museum
Xiaoyang Liu-Behlendorf

College Studies

Coordinator
Christian Nova

World Languages & Cultures

Department Chair
Victorino Fusilero

Faculty
June Miyasaki
Jaklin Yermian
Maria Zamudio

Counseling (Instructional)

Department Chair
Clive Gordon

CAP 1: Science, Technology, Engineering, Math
CAP 2: Manufacturing, Electronics, & Construction

Dean of Academic Affairs
Science, Technology, Engineering, Mathematics (STEM)
Vacant

Curriculum

Administrative Assistant (B Shift)
Chad Baugher

Applied Technology

Department Chair
Rebecca Stein

Chemistry Lab Technicians
Edmond Anderiassian
Vacant

Physics Lab Technician
Gabriel Lucero

Faculty
Theodore Fickel
Amer Hajjawi
Karapet Karapetyan
John Milligan
Bingli Mo
Vacant

Biological Sciences

Department Chair
Becky Green Marroquin

Department Secretary
Mariah Shandra

Life Science Technicians
Enrique Aniceto
Albina De Santiago

Faculty
Suzanne Baldwin
Ericka Brockmann
Pamela Byrd Williams
Estenia Haley
Youssef Harfouche
Kathy Hosseini
Patrick Lyons
Houri Manoukian
Lisa Zung

Earth Science

Department Chair
Jacquelyn Hams

Faculty
Claudia Hasenhuttl
Meredith Leonard

Mathematics

Department Chair
Mostapha "Steve" Barakat

Department Secretary
Laura Weaver

Faculty
Anzhela Baghumyan
George Caleodis
Brett Carthew
Steve Castillo
Mary Hito
John Kawai
Adam Littig
Albert Natian
Andranik Pogosyan
Humberto Raya Mendoza
Caroline Sabol
Scarlet Sarkissian
Vitaly Shvetsov
Yuriy Sokolovskiy
Teresa Sutcliff
Ana Trujillo
Susan Vo

Transfer Alliance Program (TAP)

Coordinator
Yih-Mei Hu

CAP: Social & Behavioral Science

Dean of Academic Affairs

Adult Education, Workforce Development, & Dual Enrollment

Brandon Hildreth

SFP Program Specialists

Allen Aghajanian

Celine Marcos

Early College High School

Career Pathway Specialist

Amanda Davies

Anthropology

Department Chair

Rebecca Stein

Faculty

Rebecca Frank

Eugene Scott

Psychology

Department Chair

Ronald Mossler

Faculty

Ruby Christian-Brougham

Wilson Chu

Yara Farah

Ali Ghassemi

Christina Peter

Cherine Trombley

Philosophy & Economics

Department Chair

Tyler Prante

Faculty

Zachary Knorr

Wesley Oliphant

Chris Pallotti

Nathan Placencia

Sociology & Ethnic Studies

Department Chair

Keidra Morris

Faculty

Jose Arrieta

Ian Breckenridge-Jackson

Anne Marie (Cesario) Hassan

Pete Lopez

Sally Raskoff

Laura Scott

Darby Southgate

Adult Education/ Vocational Education Noncredit

Student Services Specialist

Raffi Kawhajian

Adult Education Counselor

Stephanie Meza

Adult Education Coordinator

Edgar Perez

Dual Enrollment

Director

Keidra Morris

Service Learning & Cooperative Education

Student Services Aide

Hasmik Kirakosyan

CAP: Art, Media, & Design

Dean of Academic Affairs
Art, Media, & Design
Carmen Cortez Dominguez

Administrative Assistant
Clifton Mar

Valley Academic and Cultural Center (VACC)

Music

Department Chair
Yih-Mei Hu

Instructional Asst.
James Grude

Piano Accompanist
Frank Garvey
Patricia Hannifan

Faculty
Michael Arshagouni
Glenn Carlos
Richard Kahn
Chauncey Maddren
Christian Nova

Theater and Dance

Department Chair
Jennifer Read

Performing Arts Tech.
Mark Svastics

Costume Maker
Samantha Jaffray (.5)

Faculty
Chris Coddington
Cathy Pyles

Art

Department Chair
Eugenia Sumnik-Levins

Art Gallery Preparator
Jason Kunke (.2)

Faculty
Jamison Carter
Phung Huynh
Thomas Mossman
Jenene Nagy
Kathryn Queen

Media Arts

Department Chair
Eric Swelstad

Instructional Assistant
James Highley

Faculty
Jason Beaton
William Dauber
Arantzanzu Rodriguez
Chad Sustin

English

Department Chair
Holly Batty

Department Secretary
Alessandra Fernandes

Vice Chair
Vacant

Faculty
James Bland
Gayle Fornataro
Patrick Hunter
Alison Jeffries
Jessica Mintz
Verzhine Nikoghosyan
Kimberly Robeson
Elizabeth Thornton
Kristina Yegoryan

Student Services

**Vice President
Student Services**
Florentino Manzano

Online Media Specialist
Joel Trudgeon

Senior Administrative Assistant
Frances Hurwit

**Dean,
Student Success And Support Program**
Sorangel Hernandez

**Dean,
Special Programs**
Sherri Rodriguez

**Dean,
Student Life**
Elizabeth Negrete

Admissions & Records

Counseling/ Career Transfer Center

Financial Aid

Outreach & Recruitment

First Year Experience

International Students

**Welcome Center/ Title V
Proyecto Adelante**

EOPS/CARE/CAFYES/ Next UP/Guardian Scholars

**Services for Students with Disabilities
Assoc. Dean**
David Green

TRiO/SSS/ Upward Bound

Mosaic Center

**Acting Assoc. Dean
Dream Resource Center
Umoja/Black Scholars
Veterans Services
Rainbow Pride Center
Puente**
Alex Ojeda

Associated Student Union

Student Engagement

Child Development Center

Student Health Center

Athletics

**Acting Assoc. Dean
Student Discipline/ Ombudsperson
BIT
Helping Hands Center
Family Resource Center
CalWORKS**
Cecilia Cruz

Administrative Services

Vice President Administrative Services
Sarah Song

Senior Administrative Assistant
Kacey Chua

Assoc. Vice President Administrative Services
Vacant

Administrative Analyst
Henry Louie

College Event & Venue Coordinator
Vacant

HR & Payroll

Administrative
Tom Aduwo

Senior HR Assistant
Yasmin Aviles

Payroll Assistants
Eva Zaldana
Yesenia Mendoza

HR Assistant
Vacant

College Sheriff

Sheriff Deputy Team Leader
Deputy Saldivar

Senior Office Assistant
Vacant

Sheriff Deputy PM
Deputy Mars

Sheriff Security Officers

Cadets
(as needed)

Procurement Technician
Rosario Regalado

Buildings & Grounds

Director of College Facilities
Will Karrat

Administrative Operations Technician
Juan Catalan

Swimming Pool Supervisor
Earin Gittens

Pool Lifeguards
Douglas Carley
Gevorg Majaryan
Sadi Eghbali

Pool Operations Technician
David Bland

Food Services

Cafeteria

Cafe

Vending

Reprographics

Lead Support Services Assistant
Jonathon Hooker

Senior Office Assistant
Cyndi Maddren

Office Assistant
Theresa Ramirez

Reprographics Equipment Operators
Rolando Ventura
Isaac Otero

College Store

College Store
Mary John

College Store
Benjamin Ziff
(B-Shift)

Cashier
Marc Robinson
(B-Shift)

Stock Control Asst
Andrew Gentry-King

Business Office

College Financial Administrator
Robert Medina

Accountant
Josefina Blanco

Senior Accounting Technician
Nick Tekie

Accounting Technicians
Svetlana Simonyan
Zinaida Rizhavskaya
Srbuhi Babuyan

Accounting Assistant
Agnes Merrilees

Cashier
Fidel Garcia

David Lopez
Operations Manager

Jose Martinez
Jose Arias
Custodial Supervisors, A-Shift

Bridgette Buycks
Custodial Supervisor
B-Shift

23 Custodians
A-Shift
(2 vacant)

3 Custodians
B-Shift

General Foreman
Bryan Bietsch

Zachary Muntz
John Mejia

Plumbers
Harold Rose
Jorge Sanchez

Carpenters
Mark Silvernail
Fred Bustamante

Maintenance
David Bush

Maintenance Assistant
Daniel Herrera

Maintenance Assistant
Pedro Corona

John Giannini (Lead)
Donald Goss
Marcos L. Oliva
Franky Garcia

Locksmith
Derrick Pearson

Electrician
Michael Navarette

Lead Electrician
Vacant

Automotive Mechanic
Oscar Mendez

Machinist
James Quinn

Gardening
Rudy (Jose) Majano

Gardeners
Deric Moore
Hung Le
Denny Tran
The Luong
Juan Jimenez

Receiving

Stock Control Assistant
Hector Salazar
David Ayala

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

STANDARD I.A MISSION

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. [ER6]

Evidence of Meeting the Standard

The mission statement and core values of Los Angeles Valley College (LAVC) define the institution's broad educational purposes and describe the College's intended student population, degrees and credentials, and a commitment to learning and student achievement (**IA1-01** Mission_Core_Values). In addition, the mission statement describes varied learning experiences that lead to certificates, degrees, continuing education, and the completion of transfer requirements. As stated in the core values, LAVC is "open to all learners." The College is a Hispanic-serving institution with a diverse population of students (**IA1-02** HSI). Student demographics are provided in the data charts on pages 7-17 and various dashboards (**IA1-03** Accreditation_Data; **IA1-04** Student_Demographics; **IA1-05** Financial_Aid_Dashboard). Another statement in the core values emphasizes the College's commitment to student learning and achievement: "The College proactively guides, helps navigate, and supports students' growth to fulfill their educational goals through innovative teaching and learning."

Based on a review of data for student need and labor market demand as well as program cost and availability, LAVC submitted a proposal in fall 2021 to the California Community Colleges Chancellor's Office (CCCCO) for a Bachelor of Science in Respiratory Therapy. The LAVC Academic Senate has already passed a motion to revise the mission statement contingent upon the approval of this degree (**IA1-06** Revise_Mission).

Analysis and Evaluation

The mission is appropriate for a degree-granting institution of higher education and the core values provide the guiding principles that support the College in accomplishing its mission. These statements convey the College's commitment to access, equity, success, quality educational programs, a rich campus life, diversity, and environmental stewardship. A detailed analysis of LAVC's student community and demographics is provided in the Educational Master Plan (EMP), which is based on the College's mission statement. The EMP objectives state the College's commitment to student learning and achievement (**IA1-07** EMP_Goals).

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

LAVC utilizes qualitative and quantitative data to measure how effectively it is accomplishing its mission. The College's research arm, the Office of Institutional Effectiveness (OIE), provides data on access, enrollment, success, retention, completion, and disproportionate impact (**IA2-01** OIE_Dashboard; **IA2-02** SEAP_Metrics). These streams of data are used by departments, units, and committees to measure institutional effectiveness while also informing the College's strategic priorities of equity, access, and success. The strategic priorities link the mission, core values, and EMP as well as other institutional plans and processes.

At the institutional level, the OIE publishes key achievement data for students disaggregated by delivery mode and demographic characteristics at the course, program, and institutional level (**IA2-01** OIE_Dashboard). During the annual program review process, each unit reviews enrollment, success, retention, and completion data. Areas are required to examine data by ethnicity and gender to identify and address equity gaps to meet students' educational needs (**IA2-03** Achieve_Module_Blank).

LAVC provides publicly accessible data and reports for accountability agencies as they relate to enrollment, success, retention, and completion. These agencies include the Accrediting Commission for Community and Junior Colleges, the Student Success Initiative, and the College Effectiveness Reports (**IA2-04** 2019_Midterm_Report; **IA2-05** 2019_Student_Success; **IA2-06** 2015_College_Effectiveness). External qualitative studies such as the 2021 Strength, Weakness, Opportunity, and Threat (SWOT) Analysis done by the Research and Planning (RP) Group provided recommendations to address some of the LAVC's weaknesses (**IA2-07** SWOT_Analysis). One such recommendation was to streamline the communication process across the College to provide information that is clear and timely. LAVC implemented the recommendation by creating a communications plan to centralize messaging, so that information can be disseminated to students and across the institution (**IA2-08** Comm_Grid).

Analysis and Evaluation

The College uses a variety of data on access, enrollment, success, retention, completion, and disproportionate impact to guide its progress towards the strategic priorities of access, success, and equity. These streams of data are used by committees, departments, and units in the pursuit of effectively accomplishing the College's mission. In program review, the Goals Module asks each program and department to demonstrate how it actively supports the LAVC mission through alignment with the EMP or strategic priorities.

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

The clearest illustration of how the College's programs and services align to the mission is embedded in LAVC's annual program review process. Specifically, the Goals Module asks each program and department to demonstrate how it actively supports the LAVC mission by linking unit goals with the EMP objectives or strategic priorities, which reflect the College's mission and core values (**IA3-01** Goals_Module). Other modules in program review require each program, support service, and administrative unit to describe how programs support the LAVC mission and core values through the following prompts:

- List program/unit activities related to strategic priorities (**IA3-01** Goals_Module)
- Analyze trend data from the last five years to identify unexpected changes or challenges and explain how the trend data impacted decision-making (**IA3-02** Achieve_Module; **IA3-03** Dept_Profile_Module)
- Justify the effectiveness of each resource request as linked to student success (**IA3-04** Facility_Tech_Modules)
- Examine SLO assessment data, achievement data, and retention rates in order to create goals as a basis for additional resources (**IA3-05** SLO_Module; **IA3-06** Enrollment_Module; **IA3-02** Achieve_Module)

Every year, results from program review inform decisions related to needs for ongoing growth and improvement, including the allocation of fiscal resources for facility, technology, personnel, and supply requests. Each module in program review is validated by a supervising dean and/or vice president; the vice president or president then prioritizes the requests while considering how well each fulfills the College's mission. Specific modules are also reviewed by College planning committees to monitor institutional trends and make recommendations to the primary participatory governance body.

In terms of institutional decision-making and planning, the EMP details all major academic and educational planning objectives to support the College's mission and core values. The Educational Planning Committee (EPC) is in the process of establishing performance baselines for each objective to guide planning efforts (**IA3-07** EPC_Min_Item3a). Supporting institutional plans, such as the LAVC Technology Plan or LAVC Facilities Master Plan must be in alignment with the EMP. For example, the Technology Plan outlines objectives related to educational technology and technology infrastructure, while the Facilities Master Plan details how physical resources are maintained or expanded to support the EMP. Each objective listed in supporting College plans is also aligned to a goal in the EMP.

Finally, the Institutional Effectiveness Council (IEC), the College's primary participatory governance body, ensures that the work of subsidiary committees implements and upholds the College's mission, core values, and EMP objectives. All motions forwarded to the IEC from subsidiary participatory governance committees or recommendations forwarded from the IEC to the College President must provide a rationale that connects the motion or recommendation to the EMP (**IA3-08** IEC_Motion_Form). Additionally, rationales for how the motion or recommendation is equity-minded and how it meets the College's strategic priorities must be included.

Analysis and Evaluation

The College's mission statement and accompanying core values emphasize LAVC's commitment to student success and completion. The Goals Module in program review specifically asks each program and department to demonstrate how it actively supports the LAVC mission through alignment with the EMP or strategic priorities, which reflect the College's mission and core values. As described above, other modules and resource requests emphasize alignment with EMP goals to inform planning and decision-making. Therefore, planning and resource allocation are embedded in the annual program review process. Furthermore, all College plans and participatory governance motions and recommendations must also be connected to the EMP. The practice of referencing the mission when making decisions has become standard protocol in the College culture.

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. [ER 6]

Evidence of Meeting the Standard

In the 2019-2020 academic year, the EPC followed the established process for review and revision of the mission statement (**IA4-01** Mission_Revision_Process) as part of its work to write a new Educational Master Plan (**IA4-02** EPC_Self_Eval). Opportunities for all constituencies to provide input included a survey and town hall (**IA4-03** EMP_Survey2020). The revised mission was approved by the IEC in February 2018 (**IA4-04** IEC_Motion) and the revised core values were approved by the IEC in June 2018 (**IA4-05** IEC_Motion2). The new mission and core values, as part of the new EMP, were approved by the Los Angeles Community College District (LACCD) Board of Trustees in September 2020 (**IA4-06** Board_EMP_page6).

The mission statement is widely published in a variety of places: on the campus website (**IA4-07** Mission_On_Website), in the College catalog (**IA4-08** Mission_In_Catalog), in the EMP (**IA4-09** EMP_Mission), and on participatory governance committee meeting agendas. Examples of agendas from the EPC, the Facilities Planning Committee (FPC), the Program Effectiveness and Planning Committee (PEPC), and the IEC are included (**IA4-10** Agendas).

Analysis and Evaluation

The process for reviewing and updating the mission and accompanying statements has been followed since its adoption. The mission was reviewed, discussed, updated, and approved according to the process, and shared broadly with the campus community.

In consideration of recent social issues, extensive dialogue throughout the campus on priorities, and the College's pledge to continue supporting students, the EPC is leading its annual effort to revisit the mission and core values so that they clearly reflect LAVC's commitment to anti-racism and elimination of equity gaps. The EPC is also recommending language reflecting the inclusion of topics such as Equity, Inclusion, Social Justice, Equitable Financial Distribution, and six student success factors of being directed, focused, nurtured, engaged, connected, and valued. Proposed changes were circulated through the campus community for input (**IA4-11**_Mission_Survey). Per the College process, the revised mission statement and core values will be sent for approval to the Academic Senate and the IEC, then to the President, and finally to the LACCD Board of Trustees.

I.A CONCLUSION

The LAVC mission statement and core values describe 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. Various streams of data on access, enrollment, success, retention, completion, and disproportionate impact are used by committees, departments, and units in the pursuit of effectively accomplishing the College's mission. Through program review, the College makes decisions on planning and resource allocation while goals from programs and services are linked to the EMP objectives, which reflect LAVC's mission and core values.

Recently, recommended changes to the mission have included clearly defining offerings, "associate degrees and certificates," with the potential of adding "baccalaureate degrees" (subject to future approval by the CCCCO and the ACCJC in offering its proposed Bachelor of Science in Respiratory Therapy). Revisions may also include statements on the College's commitment to equity, social justice, and anti-racism. These proposed changes will strengthen the College's commitment to student learning and achievement and further support its institutional priorities of equity, access, and student success. As described in IA4, LAVC has followed and will continue to follow the required processes for reviewing, updating, approving, and publicizing the mission statement.

Evidence List for Standard I.A

IA1-01_Mission_Core_Values
IA1-02_HSI
IA1-03_Accreditation_Data
IA1-04_Student_Demographics
IA1-05_Financial_Aid_Dashboard
IA1-06_Revise_Mission
IA1-07_EMP_Goals

IA2-01_OIE_Dashboard
IA2-02_SEAP_Metrics
IA2-03_Achieve_Module_Blank
IA2-04_2019_Midterm_Report
IA2-05_2019_Student_Success
IA2-06_2015_College_Effectiveness
IA2-07_SWOT_Analysis
IA2-08_Comm_Grid

IA3-01_Goals_Module
IA3-02_Achieve_Module
IA3-03_Dept_Profile_Module
IA3-04_Facility_Tech_Modules
IA3-05_SLO_Module
IA3-06_Enrollment_Module
IA3-07_EPC_Min_Item3a
IA3-08_IEC_Motion_Form

IA4-01_Mission_Revision_Process
IA4-02_EPC_Self_Eval
IA4-03_EMP_Survey2020
IA4-04_IEC_Motion
IA4-05_IEC_Motion2
IA4-06_Board_EMP_page6
IA4-07_Mission_On_Website
IA4-08_Mission_In_Catalog
IA4-09_EMP_Mission
IA4-10_Agendas
IA4-11_Mission_Survey

STANDARD I.B ASSURING ACADEMIC QUALITY
AND INSTITUTIONAL EFFECTIVENESS

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

Dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is ensured in multiple ways through program review, student learning outcomes (SLO) assessment, and participatory governance processes.

Program Review

LAVC's program review process ensures that outcomes, equity, quality, and overall effectiveness are part of the ongoing dialogue. Program review is completed by all instructional and non-instructional units; areas with learning or service outcomes are required to complete SLO or service outcomes modules. These modules focus on success, achievement, equity (**IB1-01**_Music_Achieve_Module), and student learning outcomes (**IB1-02**_Music_SLO_Module). Plans for student learning and achievement are developed and shared annually through this process, as modules require detailed reflection and plans for improvement (**IB1-03**_Data_Module). Each module is then reviewed by two validators who provide feedback within the module, which allows the dialogue to be captured and easily revisited by unit leads or administration.

Regular and detailed access to data is foundational to dialogue about quality, effectiveness, and improvement. Therefore, faculty and staff have access to data in several ways through comprehensive, public, and interactive **data dashboards**. To enhance data literacy and utility, the Office of Institutional Effectiveness (OIE) hosts drop-in hours and workshops for individuals and departments. For additional support, informational videos created by the OIE are posted on the program review webpage (**IB1-04**_OIE_Videos). These brief videos illustrate methodologies to help faculty and staff understand program-level data while completing data questions in program review.

Furthermore, the Program Effectiveness and Planning Committee (PEPC) coordinates with the Professional Development Center (PDC) to host annual trainings where faculty, staff, and department chairs can examine relevant data and discuss its usage (**IB1-05**_Data_Help). Summaries of data regarding success and effectiveness are provided with self-directed guidance on planning committee SharePoints and on the OIE webpage (**IB1-06**_OIE_Webpage). Faculty and staff engage in ongoing self-reflective dialogue in department/division meetings as they review data and formulate improvement plans, documenting this discussion in program review and beyond (**IB1-07**_Art_Minutes).

SLO Assessment

Within each cycle, all departments must review, create, and/or update their existing SLOs for every course. In the SLO assessment process, departments submit data and reflections for each course. The course SLO data is then summarized in the SLO Summary Module in program review, where departments must reflect on appropriate improvement steps or submit resource requests (**IB1-08**_Media_SLO_Module). Completion of SLO assessments are supported and tracked by the SLO Coordinators (**IB1-09**_Cycle3_Tracking) and discussed at the OAC (**IB1-10**_OAC_Minutes). PSLO assessments are documented in the same program review module (**IB1-02**_Music_SLO_Module). All tracking reports and program review summaries are shared with the PEPC at least once a year. This tracking process allows three groups – the SLO coordinators, the PEPC, and the OAC – to oversee and support areas in their use of data and ensures ongoing, productive dialogue.

Assessment results are shared in a variety of settings across constituency groups beyond the ways already noted, facilitating sustained dialogue across the College. For example, completed and validated program reviews are available and instructions for access are posted on the PEPC SharePoint (**IB1-11**_Prior_Video). Further discussion about common findings and improvement strategies is promoted within and among divisions and departments. Additionally, LAVC constituents attend District Academic Senate (DAS) Discipline Days. Breakout sessions at Discipline Days provide an opportunity for conversation among members from sister colleges regarding issues and corresponding action plans (**IB1-12**_Discipline_Agenda). Therefore, LAVC participates in sustained dialogue not just within the campus, but also seeks and shares strategies with other colleges in the Los Angeles Community College District (LACCD).

Participatory Governance

Through participatory governance, all campus constituencies (faculty, staff, administrators, and students) engage in dialogue on institutional processes. This allows for communication and planning around outcomes, effectiveness of current processes, and improvement planning. Participatory governance committees have constituency-based representation to ensure inter-constituency communication. Examples of such dialogue, as well as data from the OIE, informed the development of the Enrollment Management and the Student Equity and Achievement Plans (**IB1-13**_SSEA_Min_Item4a; **IB1-14**_Enroll_Data_PPT). As documented in Standard IVA, evaluation of the participatory governance structure is an ongoing practice (**IB1-15**_IEC_Retreat_Item8b).

Academic quality is discussed extensively in regular meetings of the PEPC, a participatory governance body, and is reflected through the establishment of Institution-Set Standards (ISSs) and the related Program Viability Review process (**IB1-16**_PEPC_Minutes). The PEPC also reviews improvement plans and resulting changes in programs that have gone through viability (**IB1-17**_Sample_PEPC_Agenda). When necessary, the PEPC provides further support through conversations with department members to help them understand their data trends and to refine plans to foster ongoing improvement in multiple student outcomes.

In writing this self-evaluation report, a cross section of the LAVC community was involved in reflecting on student learning, academic quality, institutional effectiveness, and how the College could improve such areas. Multiple teams were formed which were co-led by tri-chairs (an administrator, a faculty member, and a staff member) and altogether comprised over 70 faculty, administrators, staff, and students. Opportunities for dialogue and public comment were also provided at select President's Campus Updates (**IB1-18**_Campus_Update).

Finally, LAVC has adopted a framework of anti-racism through which continual review, planning, action, and communication occurs. The Anti-Racism Taskforce seeks the ongoing involvement of students, staff, faculty, and administrators and has thus far achieved this diversity in leading a campus-wide commitment. Foci and action items of this taskforce include but are not limited to: (1) data review, (2) broad involvement and integration, (3) short-term and long-term planning, (4) information sharing, and (5) reflective communication (**IB1-19**_AntiRacism_Webpage). Through reflection, planning, and consistent communication via multiple modes, the College's anti-racist commitment can inform and guide LAVC in each step of these processes. The taskforce coordinates with other groups such as the Academic Senate, receives feedback, and plans events in keeping with the need for sustained communication and engagement across the campus (**IB1-20**_ARTF_Meeting_Notes).

Analysis and Evaluation

LAVC has strong and continuous processes in place for dialogue supporting positive student outcomes and overall institutional effectiveness. Processes, groups, and activities such as program review, the PEPC, the Institutional Effectiveness Council (IEC), the Anti-Racism Taskforce, and Discipline Day support LAVC's continuous improvement of student learning and achievement. In addition, data from the OIE were used to inform the College's Enrollment Management and Student Equity and Achievement Plans.

Despite this, LAVC is aware of some areas where improvements can be made. Specifically, in a 2021 survey, only 39% of students were satisfied with the College website, with nearly 50% indicating a level of dissatisfaction (**IB1-21**_Student_Survey_Q24a). The institution is in the process of updates to various aspects of the website to improve the use of this tool as one component of the overall focus on improvement for access, learning, and achievement. However, the campus has already improved access for students through the provision of a Canvas shell for all classes. This online source allows students to access course-specific information 24 hours a day. This may contribute to the survey results showing that fewer than 1% of students said they did not have access to course materials or did not know what was expected of them for all classes.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. [ER 11]

Evidence of Meeting the Standard

Learning outcomes for all programs and courses have been defined and can be found in eLumen (**IB2-01**_PSLO_eLumen). All course SLOs are assessed at least once within the Student Learning Outcomes Assessment Cycle (SLOAC) according to the Department Assessment Plan (DAP). Completion of course assessments is tracked after every term, and reports are shared with department chairs and deans (**IB2-02**_Sample_Tracking).

All degrees (AA, AS, AA-T, AS-T) and Certificates of Achievement are assessed at least once within the SLOAC with data from eLumen. Program-level data is provided to each department in the SLO Summary Module of program review, and reflects accumulated course data from multiple terms in the SLOAC. This data is disaggregated by different demographics on a rotational basis (**IB2-03**_SLO_Mod_Psych).

Service outcomes have also been established for student and learning support services (**IB2-04**_SAO_Listing) and are assessed at least once per SLOAC in the Service Outcomes Module in program review (**IB2-05**_Bio_Service). Modules are validated by area deans, vice presidents, or the president and subsequently reviewed by the Outcomes Assessment Committee (OAC). A summary is forwarded to the PEPC each year, as the PEPC considers assessment completion in relation to other processes such as viability and faculty hiring (**IB2-06**_SAO_Discuss_Item4b; **IB2-07**_SAO_Summary_2020).

Analysis and Evaluation

LAVC has a robust, ongoing assessment process for courses, programs, and services that follows an established cycle. Since 2015, course and PSLO assessment data have been housed in eLumen, while service outcomes assessment is conducted in program review. The results of PSLO assessments have been used for improvement and are documented in the annual SLO Summary Module in program review. Responses to the SLO Summary Module and Service Outcomes Module are analyzed by the OAC and the resulting summary reports have been vetted through the College's participatory governance committee structure. Systems such as eLumen and College processes for review, tracking, and feedback foster broad analysis of data, focused review of data (including disaggregation by subgroups), and the use of results for planning and decision-making.

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. [ER 11]

Evidence of Meeting the Standard

LAVC updated the ISSs in the 2021-2022 academic year by reviewing the previous 2016 ISSs together with ACCJC accreditation requirements (**IB3-01** ISS_Motion). The updated and approved ISSs, along with aspects of the rationale, are posted on the PEPC SharePoint (**IB3-02** ISS_SharePoint). The ISSs are used to assess the achievement of each academic program.

Specifically, the PEPC uses the ISSs as triggers to identify academic areas which could benefit from a formal viability process (**IB3-03** Triggers_2017). As a starting point to the viability process, a diverse workgroup of at least eight members representing various constituencies reviews the following items: achievement and assessment data for the program, the most recent program review completed by the program, and any prior viability reports. The PEPC chair regularly communicates with viability workgroups and departments with programs under review about relevant data points and steps in the viability process (**IB3-04** Viability_Message).

The viability workgroup gathers additional information directly from the academic program, students, and other members of the College community before generating a report. The report includes a summary of data (including any gaps in meeting ISSs) and an action plan for improvement (**IB3-05** Tech_Viability_Report). The primary focus of the viability report is continuous improvement through a process that emphasizes data, planning, and communication. Viability reports are shared with the campus and remain easily accessible on the PEPC Viability Webpage (**IB3-06** Viability_Webpage). Areas which have been under viability complete an annual Viability Module in program review to document progress towards meeting goals and ISSs, any remaining gaps, and plans for continued improvement (**IB3-07** Viability_Module). The PEPC reviews this module, tracks progress, and provides feedback to the area as part of an ongoing improvement process (**IB3-08** Viab_Progress_Report) until either the area meets the ISSs and no longer needs review or until other actions are implemented, such as the discontinuance of a program.

Through annual and comprehensive program reviews, each area evaluates their own data in comparison to ISSs as well as the College average to set specific program standards for completion and success. Areas are required to compare their performance to the College average on several data points. Prompts in program review ask departments and services to directly respond to the ISSs (**IB3-09** Achieve_Module).

Analysis and Evaluation

The PEPC has reviewed and revised the ISSs in 2021-2022. When ISSs are updated, communication and further approval occurs through the participatory governance structure, as academic areas are required to evaluate themselves against several of these standards annually through the detailed program review process. ISSs, the viability process, and viability reports

which include ISS data, are published on the PEPC SharePoint. Because these documents require approval through participatory governance, they are also circulated and/or posted publicly with any accompanying agendas.

In addition, the PEPC conducts a thorough, multi-year review and recommendation process called program viability. The viability process first evaluates the success of each academic program in meeting the ISSs. If the program has deficiencies, the program then moves into a multi-year process for improvement that is overseen by the PEPC. The current viability improvement process includes creating recommendations and assessing progress towards meeting ISSs annually. Therefore, ISSs have been established, are regularly reviewed and revised, and are used to evaluate programs and establish improvement plans which are updated and monitored.

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

LAVC's *Institutional Assessment Guide* (IAG) is a comprehensive document that sets forth the assessment philosophy and plans for the College (**IB4-01** IAG2021). This includes:

- An assessment philosophy
- Relevant accreditation standards
- Process for establishing SLOs, PSLOs, and service outcomes
- Process for assessing SLOs, PSLOs, and service outcomes
- Means of assessment to produce quality data
- How to conduct the SLOAC for courses, programs, and service outcomes
- Links between the SLOAC and planning
- Roles and responsibilities

Through the SLO Summary and Service Outcomes modules in program review, departments and units use assessment data to plan and make improvements. The data is used to support unit goals, including hiring and other resource allocation requests. The OAC examines every module after program review is validated and provides a summary to the PEPC (**IB4-02** PR2020_SLO_Summary).

To achieve continuous quality improvement, analysis of assessment data to inform decisions and resource needs is a key component of how LAVC operates. After collecting, discussing, and analyzing the assessment data, resource needs can be requested and improvements can be implemented (**IB2-03** SLO_Mod_Psych). Examples of improvements may include revisions or modifications to courses, curriculum, pedagogy, or programs. In service areas, staff may need to develop or modify services or the way they are delivered (**IB2-05** Bio_Service). Another possible revision is to the outcome statement or assessment tool itself; and then the cycle begins again.

Analysis and Evaluation

Since 2004, LAVC has assessed courses, programs, and services in cycles and tied assessment to other campus processes such as program review and planning. The SLOAC is how the College sets appropriate criteria and standards, and uses information to document, explain, and improve student learning and achievement. SLOAC cycle timelines are approved by the College's participatory governance groups and posted on SharePoint. The goal of assessment is the continuous improvement of academic courses and programs, and is strongly linked to the College goal of institutional effectiveness. Finally, the global effort of assessment on campus is evaluated by reviewing existing forms, by updating assessment technology, and by conducting periodic surveys for all constituents.

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

The LAVC mission permeates all College plans, as all goals and objectives of subordinate plans must be linked to the goals and objectives of the Educational Master Plan (EMP). The EMP acts as the roadmap for ways to accomplish the mission and drives all College planning. An extensive, two-year evaluation and update to the EMP was completed by the Educational Planning Committee (EPC) in 2020. This update included review of goals and objectives; review of data in regard to goals and outcomes (e.g. workgroup feedback, survey results, and quantitative success data); and consideration and integration of newer campus efforts using the Guided Pathways framework (**IB5-01**_EPC_Min_Item4e). This robust evaluation was used to determine the direction that the new EMP should take and is reflected therein (**IB5-02**_EMP2020_p2).

Through program review, short- and long-term goals are established by units and linked to the EMP. As new goals are made, they are connected to assessment and other data, campus-wide plans, and the EMP in the Goals Module (**IB5-03**_Goals_Module). As part of the program review process, programs articulate their own objectives and how they support the mission of the College, while also evaluating progress on past goals.

Disaggregated data are regularly updated on the OIE website and interactive data dashboards, and used in a variety of ways. For program review, units are provided with respective SLO and achievement data for success, retention, and equity as well as award and course completion. The data are variably disaggregated by program type and mode of delivery (**IB5-04**_Disaggregated_Soc; **IB5-05**_Disaggregated_Mode; see also **IB1-01**_Music_Achieve_Module). Departments analyze disaggregated data on populations and compare distance education success and retention rates with the face-to-face modality.

Data for ISSs and qualitative data in the form of surveys are also used for both instructional and non-instructional areas. If data for a program does not meet institutionally defined standards and other identified College triggers, the PEPC may initiate the program viability process (**IB3-03**_Triggers_2017). This process ensures that the College's resources are used to support the College's mission, its EMP, and the needs of its students.

Analysis and Evaluation

By updating and assessing progress on established goals, each unit or department examines how their goals fulfill the EMP goals. All program review modules for instructional and non-instructional areas, including the Goals Modules, are reviewed and validated by the supervising dean and/or vice president. The vice president or president then prioritizes the requests while considering how well each fulfills the EMP goals. Participatory governance committees review the modules to document how goals and objectives support the College's mission. EPC does a thorough review of quantitative and qualitative data as it evaluates and updates the EMP.

The comprehensive program review process entails analysis of a wide range of disaggregated data for success, retention, completion, learning outcomes, and mode of delivery.

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

Disaggregated achievement data are an essential part of LAVC's accountability efforts and program review. The College disaggregates data in multiple ways; the data is then posted publicly on the dashboards, embedded internally in program review (**IB3-09**_Achieve_Module), and shared individually upon request to the OIE (**IB6-01**_Data_Request_Form). Analyses are conducted by the OIE and an evaluation is performed and documented by members of the community within various program review modules. Programs examine equity gaps and propose steps to mitigate those gaps in the annual program review process. In addition, accessible, disaggregated student outcomes data are publicly available on LAVC's Equity, Diversity, and Inclusion webpage (**IB6-02**_Equity_Webpage; **IB6-03**_Latinx_Data). Interactive data dashboards are also embedded on the webpage to facilitate and encourage the review and use of data outside of the annual review process.

As reflected in the College's Student Equity Plan (SEP), student outcomes and achievement are central to planning and distributing relevant data (**IB6-04**_Student_Equity_Plan). LAVC does an annual review and last submitted a Student Equity and Achievement (SEA) executive summary report in 2019 (**IB6-05**_SEA_2019_Report). The SEA Report overtly connects to and includes plans integral to the SEP.

To identify performance gaps, the College is analyzing student equity in terms of access, course completion, degree/transfer completion, and basic skills course completion for populations of students by disaggregating data by ethnicity, gender, and age. Various interventions, such as targeted tutoring and bridge programs, have been implemented to address achievement gaps among student subpopulations (**IB6-06**_Stat_Tutoring; **IB6-07**_English_Bridge). LAVC has continued to examine disaggregated data for performance gaps via data dashboards and through regular updates to program review modules, and has made progress on the committee recommendations. Data continues to be collected and reviewed as part of the annual program review process, department meetings, and related departmental planning, action, and evaluation (**IB6-08**_Psych_Data_Action).

Departments/Units provide evaluations of disaggregated data, improvement plans, and requests for resources to support their improvement plans within program review. Documenting and submitting data reviews and improvement plans within modules where relevant resources are requested confirms that resource allocation takes trends and plans into account. The allocation of some resources (such as full-time faculty hiring) requires that departments have fulfilled their data submission, evaluation, and planning by completing SLOs and program review as the fourth step of the faculty hiring process (**IB6-09**_Faculty_Hiring_Guide).

Analysis and Evaluation
LAVC uses disaggregated achievement and learning outcomes data to identify performance gaps. Achievement gaps are considered annually and plans to mitigate them are documented in program review, which is also where departments/units request resources to support their improvement plans. Some resource allocation procedures require the analysis and/or use of data and planning. Therefore, disaggregated data are used to identify gaps, form mitigation strategies and planning, which are linked to budget allocation.

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
College practices are regularly reviewed across all areas of the institution through self-evaluation by participatory governance committees with a more global review by the Participatory Governance Evaluation Workgroup. At the close of the academic year, participatory governance committees evaluate their own practices through a standardized form (**IB7-01**_Comm_Eval_Summary; **IB7-02**_Self_Eval_Form). Committees may have additional self-evaluations, such as the PEPC, which reviews viability and program review processes annually. This evaluation process culminates at the annual IEC retreat in June, where recommendations

or revisions are made to the College's model of integrated planning and decision-making (**IB1-15**_IEC_Retreat_Item8b). In addition, service areas review policies and practices as part of service outcomes assessment (**IB7-03**_ARC_Service).

Over the last year, the LACCD Educational Services Center (ESC), along with the Board of Trustees, has been leading the conversion of the former District Board Rules and Administrative Regulations to align with the Community College League of California (CCLC) Board Policy and Administrative Procedure templates. This action is to facilitate the creation of a formal process to regularly assess the effectiveness of all policies, as described in Standard IVC. Board Policies and Administrative Procedures are now posted on a public-facing website, Board Docs, which is updated with new approvals (**IB7-04**_Board_Docs).

Analysis and Evaluation

The IEC continues to be the primary campus body that assures regular review of institutional practices in support of academic quality and the accomplishment of the College mission. The District ESC recently reviewed all Board Policies and Administrative Procedures to align them with the CCLC templates; policies and procedures are applied by each campus to further support their own missions.

I.B.8 The institution broadly communicates the results of all 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

The OIE collects and publicizes information related to assessment and evaluation activities. Since 2016, the OIE has continued to implement new mechanisms of data visualization and distribution through the use of dashboards and infographics. The OIE provides departments/programs with Student Data Profiles (**IB8-01**_Sample_Profile) and helps to design, administer, and analyze student surveys for program review and outcomes assessment in order to identify unit strengths or weaknesses and set appropriate priorities. To foster a better understanding of data, the OIE has provided workshops to help the campus community identify strengths and weaknesses (**IB8-02**_Rubric_Workshop). The workflow of resource allocation and institutional planning using program review data is available on the PEPC SharePoint (**IB8-03**_PR_Workflow).

LAVC sets appropriate priorities through the work of the newly-formed Strategic Integrated Planning Committee (SIP), which reviews a multitude of data sources, including program review, committee self-evaluations, and College plans. Assessment and evaluation results are used in planning processes to set campus priorities and craft College plans, such as the Educational Master Plan, the Student Equity Plan, and LAVC's strategic priorities. Strengths and weaknesses are identified using achievement data, and areas of weakness are addressed in the creation of institutional goals and plans. In 2020, the need to develop a college-wide integrated

plan was identified by the IEC strategic planning taskforce, which resulted in the formation of the SIP and LAVC's strategic priorities (**IB8-04**_IEC_Min_Item5e; **IB8-05**_SP_Motion).

Analysis and Evaluation

LAVC publicly shares significant quantities of information, assessment, and evaluation data about the College. Program reviews, assessment results, data reports, and participatory governance committee agendas and minutes are posted on SharePoint for review by faculty and staff. The LAVC Strategic Priorities of equity, access, and success are communicated and discussed widely.

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. [ER 19]

Evidence of Meeting the Standard

LAVC's program review structure is intentionally designed to ensure that the College engages in continuous, systematic evaluation and planning on an annual basis, culminating in a comprehensive program review in the sixth year. Through careful documentation and analysis, program review facilitates the process for instructional and non-instructional units to reflect on the effectiveness of their programs, to develop goals and action plans, and to work toward enhancing their programs to achieve improved quality. The establishment of department/program-level goals linked to institutional objectives in the EMP drives institutional planning. The PEPC SharePoint posts the College's program review history and processes (**IB9-01**_PR_Handbook).

Short- and long-term institutional planning occurs through specific modules in program review that connect to technology resources (**IB9-02**_Tech_Plan), physical resources (**IB9-03**_FMP_Update2020), and human resources (**IB9-04**_Hiring_Prioritization). Resource requests are captured in the Resource Summary Module and are assessed and prioritized by committees as they examine the modules. Funding of requests and associated financial planning is prioritized by division heads and discussed at Budget Committee meetings (**IB9-05**_Budget_Min_Items789). Technology, physical, human, and fiscal resource requests must be linked to department- or institutional-level objectives to close the loop and improve institutional effectiveness and academic quality (**IB9-06**_Staff_Tech_Mod). For example, the loop is closed when the Technology Planning Committee is given a list of approved purchases based on program review requests and consultation with the Information Technology manager (**IB9-07**_Funded_Equip).

The Budget Committee monitors the fiscal health of the College and provides recommendations to the IEC of both short- and long-range funding needs (**IB9-08**_BC_Hiring_Motion). Budget

projections are discussed at the IEC, outlining monies from both categorical and grant-funded sources. Furthermore, each motion that is presented to the IEC from participatory governance committees requires a budgetary analysis. A recent example from the Associated Student Union (ASU) advocated for feminine hygiene products to be provided to students and employees free of charge (**IB9-09**_Fem_Hygiene).

The College's participatory governance and planning committees as well as assigned administrators review the annual program review modules to identify items for institutional planning. Recommendations about institutional planning are forwarded from the participatory governance committees to the IEC and then to the LAVC President (**IB9-10**_Committee_Membership). Members of the College community provide input through their constituency representatives. Committees or individuals are assigned to review the various modules (**IB9-11**_Reviewer_List). Committees review and make recommendations from these modules annually (**IB9-12**_Module_Review_Form; **IB9-13**_PR_Tracking).

Analysis and Evaluation

Every program – whether instructional, non-instructional, or administrative – participates in continuous, systematic evaluation through program review. Through comprehensive program review, faculty and administrators analyze changes in student access, progression, and success in advancement of the institutional strategic priorities. Faculty and staff submit personnel, facility, technology, equipment, and budget resource requests in various modules through which all requests must be tied to the EMP.

I.B CONCLUSION

Through program review, SLO assessment, and participatory governance discourse, LAVC cultivates ongoing dialogue on institutional effectiveness as well as the continuous improvement of student achievement and learning. The College has increased the compilation of student achievement and assessment data by adopting and expanding software systems for data dashboards, program review, and SLO assessment. These tools have improved the College's ability to document and communicate how decisions are made and how those decisions could potentially impact groups across campus. The College recently expanded access to program review for all full-time faculty members to facilitate increased communication within departments or units. In addition, trainings on interpreting data, understanding disaggregated data, and critically analyzing how data impacts specific areas of the campus occur multiple times per year. Nevertheless, continued professional development to enhance data comprehension, usage, and tracking are potential areas of growth for the next six years.

Evidence List for Standard I.B

IB1-01 Music_Achieve_Module
IB1-02 Music_SLO_Module
IB1-03 Data_Module
IB1-04 OIE_Videos
IB1-05 Data_Help
IB1-06 OIE_Webpage
IB1-07 Art_Minutes
IB1-08 Media_SLO_Module
IB1-09 Cycle3_Tracking
IB1-10 OAC_Minutes
IB1-11 Prior_Video
IB1-12 Discipline_Agenda
IB1-13 SSEA_Min_Item4a
IB1-14 Enroll_Data_PPT
IB1-15 IEC_Retreat_Item8b
IB1-16 PEPC_Minutes
IB1-17 Sample_PEPC_Agenda
IB1-18 Campus_Update
IB1-19 AntiRacism_Webpage
IB1-20 ARTF_Meeting_Notes
IB1-21 Student_Survey_Q24a

IB2-01 PSLO_eLumen
IB2-02 Sample_Tracking
IB2-03 SLO_Mod_Psych
IB2-04 SAO_Listing
IB2-05 Bio_Service
IB2-06 SAO_Discuss_Item4b
IB2-07 SAO_Summary_2020

IB3-01 ISS_Motion
IB3-02 ISS_SharePoint
IB3-03 Triggers_2017
IB3-04 Viability_Message
IB3-05 Tech_Viability_Report
IB3-06 Viability_Webpage
IB3-07 Viability_Module
IB3-08 Viab_Progress_Report
IB3-09 Achieve_Module

IB4-01 IAG2021
IB4-02 PR2020_SLO_Summary

IB5-01 EPC_Min_Item4e
IB5-02 EMP2020_p2
IB5-03 Goals_Module
IB5-04 Disaggregated_Soc
IB5-05 Disaggregated_Mode

IB6-01 Data_Request_Form
IB6-02 Equity_Webpage
IB6-03 Latinx_Data
IB6-04 Student_Equity_Plan
IB6-05 SEA_2019_Report
IB6-06 Stat_Tutoring
IB6-07 English_Bridge
IB6-08 Psych_Data_Action
IB6-09 Faculty_Hiring_Guide

IB7-01 Comm_Eval_Summary
IB7-02 Self_Eval_Form
IB7-03 ARC_Service
IB7-04 Board_Docs

IB8-01 Sample_Profile
IB8-02 Rubric_Workshop
IB8-03 PR_Workflow
IB8-04 IEC_Min_Item5e
IB8-05 SP_Motion

IB9-01 PR_Handbook
IB9-02 Tech_Plan
IB9-03 FMP_Update2020
IB9-04 Hiring_Prioritization
IB9-05 Budget_Min_Items789
IB9-06 Staff_Tech_Mod
IB9-07 Funded_Equip
IB9-08 BC_Hiring_Motion
IB9-09 Fem_Hygiene
IB9-10 Committee_Membership
IB9-11 Reviewer_List
IB9-12 Module_Review_Form
IB9-13 PR_Tracking

STANDARD I.C INSTITUTIONAL INTEGRITY

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. [ER 20]

Evidence of Meeting the Standard

Information on the College's mission statement, learning outcomes, educational programs, support services, and accredited status is provided on the website and in the *LAVC Catalog* (**IC1-01** LAVC_Catalog; website examples below). Through systematic review, LAVC requires the committee or group closest to the item to take primary responsibility for clarifying information and verifying its accuracy. This includes:

- **Mission Statement:** The Educational Planning Committee (EPC) reviews and reaffirms the mission statement annually to ensure clarity and accuracy of purpose, as stated in IA4 (**IC1-02** Mission_On_Website).
- **Student Learning Outcomes (SLOs):** The Outcomes Assessment Committee (OAC) works with faculty to create clear course-level SLOs and to assess learning outcomes. The Valley College Curriculum Committee (VCCC) works with faculty to create clear Course Outlines of Record (CORs) that accurately describe the instructional methods and subject topics that enable students to meet the learning outcomes (**IC1-03** SLO_Website).
- **Educational Programs:** The VCCC and SLO coordinators work with faculty to create the course sequences and learning outcomes of degree and certificate programs (PSLOs). The VCCC also ensures program outlines meet state requirements for transferable degrees and for certificates (**IC1-04** Prog_Mapper_Example). The Program Effectiveness and Planning Committee (PEPC) works with faculty in the annual program review of educational programs, as described in Standard IB.
- **Student Support Services:** Student support service units are included in the annual program review process coordinated by the PEPC and recently designed a *New Student Handbook* (**IC1-05** Student_Serv_Website; **IC1-06** New_Student_Handbook).

The VCCC is responsible for the clarity and accuracy of the information presented in the Catalog about the mission statement, educational programs, including their learning outcomes, and student support services. In addition, the Public Relations office highlights important weekly information on the College homepage while continually working with the District Web Team to ensure that the website remains current.

The accredited status of the College can be found on the accreditation page of the LAVC website and in the *LAVC Catalog* (**IC1-01** LAVC_Catalog). The link to accreditation status updates and documents is one click away from the home page (**IC1-07** Accred_Website). The status of two programs that are separately accredited, Nursing and Respiratory Therapy, is also

provided on that page as well as on their department pages (**IC1-08**_Nursing_Accred; **IC1-09**_Resp_Therapy_Accred).

Analysis and Evaluation

Through careful review by faculty, staff, and administrators, the *LAVC Catalog* and website provide accurate information on the College's mission statement, learning outcomes, educational programs, support services, and accredited status. LAVC's accreditation webpage is continually updated and provides both current and historical documents.

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". [ER 20]

Evidence of Meeting the Standard

The *LAVC Catalog* is published at the beginning of each academic year and can be viewed and/or downloaded from the website at no charge (**IC1-01**_LAVC_Catalog). As of fall 2012, the catalog has been available primarily online and fully describes degrees, certificates, graduation, and transfer options (**IC2-01**_Past_Catalogs). District policies and College guidelines found in the Catalog include the following: academic dishonesty, nondiscrimination, acceptance and transfer of credits, student grade grievance procedures, sexual harassment, sexual assault policy, FERPA, fee waivers, and refund of fees.

To ensure accurate and current information, the Office of Academic Affairs oversees the publishing of the College Catalog, which is updated annually by a committee that includes faculty, staff, and administration. Department chairs and program directors are given a copy of their sections from the past issue to check and update, when necessary (**IC2-02**_Email_Notifications). Departments and programs, such as Admissions and Records, Counseling, and Student Services, review their respective portions. Additionally, the production for the schedule and catalog is reviewed by administration, faculty, and staff to ensure accuracy. The catalog also includes an accuracy statement.

As changes occur, updates are made to the online version; midterm catalog addenda are published as needed (**IC2-03**_Catalog_Addendum). When policies are not spelled out in the Catalog, the locations where they are found are listed, such as District Board Policies, Title 5, the District website, California Educational Code, the California Community Colleges Chancellor's Office (CCCCO) website, the Clery Act, and federal financial aid guidelines.

Past catalogs are also posted (**IC2-01**_Past_Catalogs).

Analysis and Evaluation

The catalog is complete, clear, and easy to use. On the 2021 Los Angeles Community College District (LACCD) Student Survey, taken by students at all of the District's campuses, 81% of the 574 LAVC students who responded agreed or strongly agreed that the College catalog provides accurate information about the College (**IC2-04**_LACCD_Survey_Q33).

The Catalog also lists the many campus resources and programs that are available to help students successfully achieve their academic goals. Several sections are devoted to providing information about financial aid, including information on how to determine financial need and the cost of attendance.

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. [ER 19]

Evidence of Meeting the Standard

The College's Office of Institutional Effectiveness (OIE) collects and publishes information related to quality assurance. The OIE publishes numerous achievement and assessment reports and interactive dashboards. Infographics are also published on the webpage reporting on student surveys, achievement, and demographics. Reports are available on the College website and are shared widely. Data about student achievement, such as the LAVC College Fast Facts, is published annually and posted on the OIE webpage (**IC3-01**_OIE_Webpage).

External resources and links (**IC3-02**_External_Resources) related to evaluating student achievement are also on the OIE webpage, including the California Community College Student Success Metrics, the CCCCO Data Mart, the Student Success Scorecard, and the Cal-PASS Plus LaunchBoard.

Student Right to Know data on completion and transfer rates is published in the catalog and on the College website along with Campus Disclosures & Information (**IC3-03**_Campus_Disclosures).

The disclosure and reports required by the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA) are all published on the College website (**IC3-03**_Campus_Disclosures). This includes: Consumer information (e.g., fees, financial aid, enrollment) (**IC3-04**_Net_Price_Calculator); Achievement data (e.g., program completion, retention rates, graduation rates) (**IC3-05**_Achieve_Data; **IC3-06**_Prog_Completion_Data); License examination rates (Nursing, Respiratory Therapy, EMT programs) (**IC3-07**_Resp_Therapy). To fully communicate matters of academic quality to the public, LAVC's data elements are reported annually through the IPEDS system to the National Center for Education Statistics (NCES) (**IC3-08**_IPEDS). Student Success Scorecard data is posted and can be accessed through the OIE webpage (**IC3-09**_Student_Success). Input on the College's official published response is solicited from College administration, the Academic Senate, and

participatory governance bodies. The College's website provides access to LAVC's research data, mission, plans, and other information. Each participatory governance committee also has a SharePoint site, where most communication to appropriate constituencies takes place.

The OIE provides departments/programs with Student Data Profiles and helps to design, administer, and analyze student surveys for program review and outcomes assessment. The student data profiles consider several types of data, including demographic, enrollment, and effectiveness. This information, along with outcomes assessment data, is used in annual planning and program review (**IC3-10**_Program_Review). PSLO data and planning narratives are made public and posted in the program review software under "Reports" (**IC3-11**_Public_Reports). CTE program outcomes can be found on the Cal-PASS Plus LaunchBoard website which is linked on the OIE webpage (**IC3-12**_Cal-PASS).

Analysis and Evaluation
LAVC publicly posts substantial volumes of information and data about the College. It also publishes data at the program, department, and course level. LAVC provides these data elements in various forms of reports, links, interactive dashboards, and infographics.

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
The *LAVC Catalog* provides information about educational courses, programs, and degrees and certificates. Course descriptions in the catalog align with those approved in the course outline of record. All educational programs are listed in a table on pages 19-21 of the College Catalog, identifying the degrees and certificates offered by each program (**IC1-01**_LAVC_Catalog). Degree and certificate programs are detailed in the catalog, in Program Mapper, and on the Career and Academic Pathways website (**IC4-01**_CAPs_Website; **IC1-04**_Prog_Mapper_Example). These publications are regularly updated to ensure accuracy.

Course learning outcomes are posted on the Student Learning Outcomes website (**IC1-03**_SLO_Website) and can be found in eLumen, a curriculum and SLO software system (**IC4-02**_SLO_Listing_eLumen). Program SLOs (PSLOs) are listed in eLumen and available in Program Mapper, which is linked to the main SLO website (**IC1-03**_SLO_Website; **IC1-04**_Prog_Mapper_Example). Instructor evaluations require SLOs to be published on the syllabus for distribution (**IC4-03**_Faculty_CBA_SLO).

Analysis and Evaluation
Information provided to students is clear and accurate. Results from the Spring 2021 LACCD Student Survey (**IC4-04**_LACCD_Survey_Q39) showed that 82% strongly agreed or agreed that they were aware of the learning outcomes for their classes (Question #39d) and 78% strongly agreed or agreed that they were aware of the learning outcomes for their programs (Question #39c).

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

The catalog is regularly reviewed and updated with respect to institutional policies (see Standard IC2).

Participatory governance committees review updates and revisions to college-wide practices, as aligned to District-approved policies and procedures and move recommendations to the Institutional Effectiveness Council (IEC) (**IC5-01**_CDEC_Agenda). If approved by the IEC, motions are then forwarded to the President, who gives final approval or refusal **(IC5-02**_PG_Extract_pp6and12).

The process for District review of institutional policies and procedures (Board Policies and Administrative Procedures) are vetted through participatory governance at the District level. Representatives from the College, by role, constituency, or title, have the opportunity to provide input before the policies or procedures are adopted. LAVC is represented on District committees and councils such as the District Academic Senate (**IC5-03**_District_Senate), the District Budget Committee (**IC5-04**_District_Budget), and the District Curriculum Committee (**IC5-05**_District_Curric). These bodies review, update, and provide feedback and input on Board Policies and Administrative Procedures.

Review of publications is conducted on a regular basis (**IC5-06**_Senate_Min_Item5a) and those responsible for updating handbooks ensure that they are posted on the College SharePoint (IEC, **IC5-07**_PG_Handbook; PEPC, **IC5-08**_Viability_Review; Academic Senate, **IC5-09**_Faculty_Hiring_Handbook).

Analysis and Evaluation

The institution has multiple mechanisms in place to regularly review institutional practices, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The catalog is regularly reviewed and updated. Participatory governance committees make recommendations and provide input on campus policies. LAVC has representation on District committees to provide input on LACCD policies and procedures.

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

Information about tuition and student fees, as well as financial aid, is listed on the LAVC website (**IC6-01**_LAVC_Fees) and in the Catalog. Students can see the costs of textbooks

by course on the LAVC Monarch Store Course Materials website (**IC6-02**_Monarch_Store). There is also a page dedicated to helping students find courses with Zero Textbook Cost (ZTC) and/or Open Educational Resources (OER) (**IC6-03**_Textbook_Affordability). Students can search through the class schedule for courses that use ZTC, OER, or low-cost textbooks.

Analysis and Evaluation

LAVC provides students with information about tuition and textbook costs as well as resources to help students find courses with ZTC or OER. Student needs, specifically in our identified equity populations, have been an ongoing focus of the College. The objective is not only to inform students of such costs but to provide avenues and appropriate support to address meeting those costs as a way of ensuring persistence.

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. [ER 13]

Evidence of Meeting the Standard

Statements on academic freedom are published in the College Catalog (**IC1-01**_LAVC_Catalog); in the LACCD/Los Angeles College Faculty Guild Collective Bargaining Agreement, Article 4, Academic Freedom (**IC7-01**_Faculty_CBA_Freedom); and in LACCD Board Policy 4030 (**IC7-02**_BP4030). Free inquiry is one of the LACCD's core values (**IC7-03**_BP1200). One question on student evaluations of faculty performance asks whether the instructor "creates an environment in which it is safe to…ask questions or express opinions which differ from those of the faculty member," so faculty ensure that intellectual freedom is supported (**IC7-04**_Faculty_CBA_Eval).

Analysis and Evaluation

LAVC is proud to stand for academic integrity and requires that the highest standards be maintained on campus and in the classroom.

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

Standards of student conduct and academic honesty, including consequences for violating these standards are published in the Catalog (**IC1-01**_LAVC_Catalog). LACCD Board Policy 5500 also defines student codes of conduct and the establishment of procedures for dealing with imposition of discipline on students (**IC8-01**_BP5500). A statement on academic dishonesty is

printed on the cover of LAVC examination books, which include a line for the student's signature of acknowledgement (**IC8-02**_Exam_Book_Cover).

Analysis and Evaluation

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.

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

Faculty members are expected to provide a learning environment in which information is presented objectively. Performance evaluations in the faculty contract include the requirement to teach course content "that is appropriate to the official course outline of record congruent with standards set by the discipline" (**IC9-01**_Faculty_CBA_COR).

Analysis and Evaluation

On the spring 2021 LACCD Student Survey, 84% of respondents agreed or strongly agreed that instructors at LAVC distinguish between personal conviction and professionally accepted views in class (**IC2-04**_LACCD_Survey_Q33).

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

The College does not require conformity to specific codes of conduct other than the standards of student conduct noted in Standard IC8 and the ethics policies noted in Standard IIIA13.

Analysis and Evaluation

Not applicable.

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

LAVC does not operate in foreign locations.

Analysis and Evaluation

Not applicable.

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. [ER 21]

Evidence of Meeting the Standard

LAVC has consistently prepared appropriate and timely follow-up, midterm, and self-evaluation reports which can be found on the LAVC accreditation website (**IC12-01** Accred_History; **IC1-07** Accred_Website). In all cases, LAVC has fully complied with ACCJC standards, eligibility requirements, policies, and guidelines, including the requirements for public disclosure, team visits, and prior approval of substantive changes.

Analysis and Evaluation

The College has been responsive to Commission recommendations, as evidenced in its midterm and follow-up reports, which have all been accepted by the ACCJC. When required, LAVC is current in submitting substantive change reports.

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. [ER 21]

Evidence of Meeting the Standard

LAVC has relationships with many outside agencies – businesses, other colleges and college districts, the media, the CCCCO, neighborhood associations, chambers of commerce, and federal, state, county, and city governmental bodies and legislators.

The College works with the U.S. Department of Education, the NCAA, the California Community Colleges Athletic Association, and other universities through articulation. Through Job Training,

CalWORKs, Cooperative Education, Continuing Education, and Service Learning programs, LAVC interacts with many community-based organizations. LAVC has an Accreditation Overview webpage which gives details about its current accreditation status, recent reports, and the ISER process (**IC1-07** _Accred_Website). LAVC's Nursing and Respiratory Therapy programs are accredited by outside accrediting agencies, as outlined in IC1.

Analysis and Evaluation

In its relations with external agencies, LAVC has maintained and displayed the very highest ethical standards of honesty and integrity. Relationships with other colleges, high school and college districts, neighborhood associations, the media, businesses, and governmental agencies have been aboveboard and honest.

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

The College does not have investors, related or parent organizations requiring financial support, or external interests. Requests for the use of classrooms and other facilities are granted only after campus programming needs are addressed (**IC14-01** _College_Facilities_App). The LAVC Foundation directly supports the College's programs and students through donations and scholarship opportunities (**IC14-02** _LAVC_Foundation).

Analysis and Evaluation

Not applicable.

I.C CONCLUSION

LAVC provides information to students, employees, and the public regarding its programs, policies, and institutional data on its website. The College regularly reviews procedures and publications to assure currency and accuracy in all representations of its mission, programs, and services. The *LAVC Catalog* continues to be an important source of information for courses, programs, College and District policies, as well as financial aid for students. When working with external agencies, LAVC has always maintained and displayed the very highest ethical standards of honesty and integrity.

Evidence List for Standard I.C

IC1-01_LAVC_Catalog
IC1-02_Mission_On_Website
IC1-03_SLO_Website
IC1-04_Prog_Mapper_Example
IC1-05_Student_Serv_Website
IC1-06_New_Student_Handbook
IC1-07_Accred_Website
IC1-08_Nursing_Accred
IC1-09_Resp_Therapy_Accred

IC2-01_Past_Catalogs
IC2-02_Email_Notifications
IC2-03_Catalog_Addendum
IC2-04_LACCD_Survey_Q33

IC3-01_OIE_Webpage
IC3-02_External_Resources
IC3-03_Campus_Disclosures
IC3-04_Net_Price_Calculator
IC3-05_Achieve_Data
IC3-06_Prog_Completion_Data
IC3-07_Resp_Therapy
IC3-08_IPEDS
IC3-09_Student_Success
IC3-10_Program_Review
IC3-11_Public_Reports
IC3-12_Cal-PASS

IC4-01_CAPs_Website
IC4-02_SLO_Listing_eLumen
IC4-03_Faculty_CBA_SLO
IC4-04_LACCD_Survey_Q39

IC5-01_CDEC_Agenda
IC5-02_PG_Extract_pp6and12
IC5-03_District_Senate
IC5-04_District_Budget
IC5-05_District_Curric
IC5-06_Senate_Min_Item5a
IC5-07_PG_Handbook
IC5-08_Viability_Review
IC5-09_Faculty_Hiring_Handbook

IC6-01_LAVC_Fees
IC6-02_Monarch_Store
IC6-03_Textbook_Affordability

IC7-01_Faculty_CBA_Freedom
IC7-02_BP4030
IC7-03_BP1200
IC7-04_Faculty_CBA_Eval

IC8-01_BP5500
IC8-02_Exam_Book_Cover

IC9-01_Faculty_CBA_COR

IC12-01_Accred_History

IC14-01_College_Facilities_App
IC14-02_LAVC_Foundation

Standard II: Student Learning Programs and Support Services

STANDARD II.A INSTRUCTIONAL PROGRAMS

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. [ER 9 and ER 11]

Evidence of Meeting the Standard

In alignment with the College's mission, LAVC offers many pathways for student success, such as certificates, degrees, transfer, and continuing education (**IIA1-01** Vision_and_Mission). LAVC offers 54 Associate in Arts (AA) degrees, 18 Associate in Science (AS) degrees, 18 Associate in Arts for Transfer (AA-T) degrees, eight Associate in Science for Transfer (AS-T) degrees, 63 Certificates of Achievement, 10 Skills Certificates, and 17 Noncredit Certificates of Completion (**IIA1-02** Degrees_and_Certs). Continuing and Adult/Workforce Education offers noncredit courses. Community Services offers fee-based, lifelong learning courses designed for the general community. Curriculum and program review processes ensure all curriculum offerings align with the mission.

All new credit and noncredit programs are evaluated by the Academic Senate's Valley College Curriculum Committee (VCCC) for mission alignment, student demand and need, UC/CSU transferability and articulation, industry and business requirements, and academic rigor appropriate to the collegiate level, following the guidelines detailed in the California Community Colleges Chancellor's Office (CCCCO) *Program and Course Approval Handbook* (**IIA1-03** PCAH) and VCCC Review Guidelines (**IIA1-04** NCAPS; **IIA1-05** Program_Proposal).

To further support the programs, all credit and noncredit courses are reviewed by the VCCC to ensure that they meet the College mission at the time of initiation and through the five-year curriculum review cycle (**IIA1-06** Kin205_Reinstate). Distance education curriculum undergoes an additional approval process to ensure educational rigor (**IIA1-07** DE_Guidelines). Each community service offering is vetted through the CORDS (classes outside the regular department structure) process as described in IIA16, to ensure that the offering is not in conflict with other credit or noncredit courses. The College does not offer correspondence education.

The Program Effectiveness and Planning Committee (PEPC) aids and supports the individual and collective activities undertaken for the improvement of College programs through the process

of program review and viability assessment in accordance with the Educational Master Plan (EMP) and College Mission (**IIA1-08**_Viability_Review). On page four of the *Program Review Handbook*, program leaders are instructed to articulate a program mission and describe how it supports the College mission (**IIA1-09**_PR_Handbook).

LAVC ensures that instructional programs lead to the attainment of SLOs by assessing program learning outcomes (PSLOs) annually in program review. The SLO Coordinators pull aggregated and disaggregated data from eLumen and upload it into the program review module (**IIA1-10**_PSLO_Data). Departments are required to examine the data and answer several questions to assess their PSLOs (**IIA1-11**_PSLO_Responses).

Instructional programs at LAVC culminate in the attainment of degrees, certificates, employment, or transfer. In the 2019-2020 academic year, the College conferred 3,870 awards (**IIA1-12**_Awards_By_Dept), including Associate Degrees and Associate Degrees for Transfer and 1,415 Certificates of Achievement. In fall 2021, 823 LAVC students transferred to one of the CSU campuses and 151 students transferred to a UC campus (**IIA1-13**_Fast_Facts).

The Office of Institutional Effectiveness (OIE) tracks the number of program completers, student reports on transfer, and pass rates on licensing exams (**IIA1-14**_OIE_Vision_Mission). This data is shared with department chairs and posted on the College website (**IIA1-15**_Completion_Data).

Analysis and Evaluation
The College offers a wide range of programs to meet the varied needs of its student population. Each program aligns with the College mission - this is verified when the program is initially created and subsequently validated through the curriculum and cyclic program review processes. The VCCC ensures that all college curricula are appropriate to higher education. Course and program assessment reports demonstrate that students are attaining learning outcomes and that faculty members are engaged in improvement efforts. The campus continues to refine its SLO assessment process to strengthen the links between student learning, course SLOs, and PSLOs.

Success and retention gaps between face-to-face and distance education offerings are identified during the program review process and documented in the Data-Student Success Module. To complete this module, faculty members are provided detailed student success data that can be easily disaggregated by delivery mode. These data dashboards are posted on the OIE website. In the "Analysis" portion of this module, faculty members are prompted to "analyze trends in student success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends and Institution-Set Standards (ISSs) for course success, retention, and completion." Faculty members subsequently document strategies and interventions to address any identified achievement gaps.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The College's full- and part-time faculty members regularly engage in systematically reviewing course outlines of record (CORs) to ensure that the content and methods of instruction meet academic and professional standards and expectations. To ensure accuracy and currency, all course outlines are reviewed and updated on a five-year cycle that the curriculum chair oversees (**IIA2-01** 5year_Cycle). In the 2020-2021 academic year, all CORs had to be reviewed as a result of a migration to a new curriculum platform, eLumen (**IIA2-02** COR_Valid_Instruct).

When new courses or programs are created, they are subject to multiple levels of curricular examination before ultimately being approved by the VCCC and the LAVC Academic Senate (**IIA2-03** VCCC_Workflow). New courses and programs can also be examined by faculty members at the eight other District colleges (**IIA2-04** ePosting). LACCD Administrative Procedures 4022 and 4023 outline the curriculum approval processes for programs and courses (**IIA2-05** AP4022_4023).

In addition, career technical curriculum must meet rigorous professional standards and demonstrate need based on a study of labor market data and be reviewed by discipline advisory boards (**IIA2-06** CSIS_Advisory). Each of the College's CTE disciplines has an advisory board made up of members from the business community, industry experts, and faculty that meets annually to discuss information about changes in the relevant industries. The advisory board informs the College faculty of expected competency levels, which in turn may result in changes to CORs. Community services and extension courses undergo a separate, streamlined process for approval in which faculty members play a primary role (**IIA2-07** CORDS). Contract education courses and job training programs (**IIA2-08** Workforce_Training), offered in partnership with businesses and the County of Los Angeles, conduct regular evaluation to improve offerings (**IIA2-09** Contract_Ed_Assess).

Every year, department chairs, in conjunction with faculty, conduct systematic and inclusive program review, using the Data Achievement and SLO Summary Modules to continually improve courses and programs. The Data Achievement Module requires departments to examine completion, retention, and equity data and if necessary, establish improvement plans when success rates fall below the ISSs. The questions in the SLO Summary Module require all instructional areas to evaluate outcomes data each year and generate strategies to improve learning and teaching, thereby increasing student success. An opportunity for resource requests is included in both the Data Achievement and SLO Summary Modules (**IIA2-10** Data_Achievement; **IIA1-11** PSLO_Responses).

In addition to the improvement plans developed from program review, the Professional Development Center (PDC) offers workshops on various teaching methodologies, technology, and innovative strategies faculty members can use to meet various modality preferences (**IIA2-11** PDC_Offerings). In fall 2020, LAVC formed the Teaching and Learning Workgroup (**IIA2-12** Teaching_Learning) which emphasizes Pillar 4 of Guided Pathways, "ensure students are learning" (**IIA2-13** Guided_Pathways). In 2021, the Puente Project facilitated a professional development opportunity with culturally responsive teaching training for English 101 faculty (**IIA2-14** Puente). In spring 2022, the Teaching and Learning Workgroup piloted a Community of Practice among faculty who teach selected gateway and first-semester "light the fire" courses (courses identified by departments that would most likely attract students into a particular major). The focus is on implementing equity-based high impact practices to increase student success and decrease equity gaps (**IIA2-15** Comm_Practice).

To enrich online teaching and learning strategies, the College Distance Education Committee (CDEC) created a webpage of resources to assist distance education faculty, which include resources for instructors to improve online instruction to meet student needs (**IIA2-16** CDEC_Resources). During Covid-19, all courses that were offered remotely had to have a DE addendum approved by the VCCC to ensure that each course offering provided the required level of substantive contact between students and their instructors (**IIA2-17** Sub_Contact).

Finally, the faculty evaluation process, which includes all full-time and adjunct instructors, ensures that the content and methods of instruction meet professional standards and that instructional improvement occurs through SLO assessment (**IIA2-18** Evaluation_Form). Evaluation criteria on the faculty evaluation form include:

- Ensures that course content is current and appropriate
- Communicates ideas clearly and effectively
- Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty: includes approved SLOs on class syllabi)

In the fall 2020 LAVC Student Survey, 85% of students strongly agreed or agreed that instruction is of a high quality and that professors are organized in their course content and teaching (**IIA2-19** Student_Survey_Fall2020).

Analysis and Evaluation
Continual improvement of courses and programs is achieved through systematic curricular review, program review, and SLO assessment. Program review is the primary means of measuring the effectiveness of educational programs. Faculty evaluations ensure that faculty meet the standards set by the department/discipline while also facilitating continual professional growth and improvement. Peer and student evaluations as well as observations are components of the evaluation process.

Ongoing work within departments, on the VCCC, during professional development activities, and through other processes, such as evaluation of courses and instructors, ensures the

integrity of all courses and programs. Departments regularly hold ongoing dialogue about curriculum and SLOs, focusing on the relationship between curriculum, academic standards, and student success (**IIA2-20** Anthro_Dept_Notes).

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

LAVC has identified learning outcomes for all courses and programs. New or revised SLOs or PSLOs are submitted to the VCCC and include both the outcomes statements and a description of the means of assessment (both what the students will do and how the instructor will evaluate that activity). The submission undergoes technical review by the SLO Subcommittee of the VCCC. After technical review, the submission is circulated to all members of the VCCC, voted on at a VCCC meeting, and then forwarded to the Academic Senate for final approval. In establishing, revising, and approving SLOs, faculty and the VCCC ensure that the outcomes are appropriate, rigorous, and measurable for all courses and programs. The LAVC Academic Senate gives the final approval of SLOs and PSLOs (**IIA3-01** Consent_Item4c), which are then entered into eLumen.

Once SLOs are identified and approved, discipline faculty design assessments that allow students to demonstrate learning. Faculty are encouraged to continuously evaluate and validate the assessment process and use their findings to improve assessment methods. Accurate sampling, collaborative review, and data-driven improvements are key components of the SLO assessment process at LAVC. A motion to archive courses that were not assessed at least once within a cycle was approved by participatory governance in May 2017 (**IIA3-02** SLO_Cycle_Motion).

LAVC has established assessment cycles to span every three academic years, as approved by participatory governance (**IIA3-03** SLO_Cycles). More specifically, every effort must be made to plan and complete all course assessments during the first two years of the cycle; the third year is meant to be a grace period for any cancellations due to low enrollment or other staffing emergencies (**IIA3-02** SLO_Cycle_Motion). Departments are required to submit Department Assessment Plans (DAPs) at the start of each cycle to define when course SLOs will be assessed and data will be evaluated (**IIA3-04** Sample_DAP). Having implemented the above formula in 2017, the College reached 100% completion of course assessments in Cycle 3 (Fall 2017-Spring 2020), the most recent cycle of SLO assessment (**IIA3-05** Final_Tracking_Cycle3).

In 2020, the College moved away from the previous program pathways model and established new program-specific learning outcomes (PSLOs) for degrees and certificates (**IIA3-06** PSLO_Motion; **IIA3-07** PSLO_Broadcasting). With the support of the SLO coordinators,

departments developed three to five PSLOs for each degree and two to four PSLOs for each certificate of achievement. All degrees (AA, AS, AA-T, AS-T) and certificates of achievement are assessed within the Student Learning Outcomes Assessment Cycle (SLOAC) with data from eLumen. Course SLOs are then mapped to PSLOs so that data can be pulled on an annual basis (**IIA3-08** eLumen_Mapping).

The PSLO data in eLumen is based on the accumulation of course data in each program. PSLO data is disaggregated by gender, ethnicity, veteran status, or foster youth status on a rotational basis. The overall program data and disaggregated data is then uploaded into the SLO Summary Module in program review, where departments must examine their outcomes for each degree or certificate. Questions in program review require departments to analyze data from each program and reflect on student achievement as well as steps to improve student learning (**IIA1-11** PSLO_Responses).

Information about course and program SLO assessment can be found on the LAVC Outcomes Assessment Committee (OAC) SharePoint. OAC oversees and coordinates SLO efforts at the campus level and promotes campus-wide understanding and integration of SLOs, facilitating dialogue to enhance institutional effectiveness and the continuous improvement of student learning.

The District's Administrative Procedure 4221 requires that all faculty members provide students with a syllabus during the first week of classes (**IIA3-09** AP4221). The syllabus must include the approved course SLOs. Faculty also forward a copy of their syllabus to the department chair who include the syllabi in the instructor's evaluation package. Adherence to syllabi guidelines, including listing SLOs, is a required component of faculty evaluation (**IIA3-10** AFT_Eval_Form).

Analysis and Evaluation

Learning outcomes are identified for all courses, listed in CORs, and provided to students on syllabi. Course learning outcomes are assessed on a regular basis and the results are used for improvement. Course-level SLO reports and PSLO assessment reports document that many improvements have been made as a result of outcomes assessment. The SLO Coordinators have been instrumental in tracking SLO reports to ensure timely, consistent submissions and in providing departments with guidance and support (**IIA3-11** SLO_Resources).

The electronic SLO management system, eLumen, has been vital in streamlining the assessment process by making data collection and aggregation easier. LAVC began using eLumen in 2015 and has provided eLumen trainings for faculty and administrators (**IIA3-12** SLO_Memo). SLO submission, review, and tracking in eLumen allow simple and systematic access to assessment results for planning and decision-making. During faculty evaluations, syllabi are examined to ensure that SLOs are listed.

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

LAVC offers pre-collegiate level credit and noncredit courses. These courses are offered in the areas of Developmental Communications, Learning Skills, Math, and English; as well as credit and noncredit English as A Second Language (ESL). Such courses are distinguished from college-level curriculum in the course outlines that are regularly updated by departments and then reviewed by the VCCC. They are also listed in the catalog (**IIA4-01** Ctlg_Basic_Skills).

Credit ESL courses are offered in the ESL department, and the course sequence is diagrammed in the department's brochure and the College catalog (**IIA4-02** Credit_ESL_Seq). Noncredit ESL courses are offered in the Continuing Education department, and the course sequence is diagrammed in the catalog (**IIA4-03** Noncredit_ESL_Seq). All pre-collegiate level courses must have a current course outline, SLO and, if applicable, DE addendum. SLOs and PSLOs are assessed regularly, with the process described for all other courses in IIA3. Programs with pre-collegiate level course components are also required to identify PSLOs for each certificate program.

Several labs support the acquisition of basic skills: the General Tutoring Center, the Writing Center, the Reading Lab, and the Math Lab. The Writing Center has also developed ESL tutoring services that are open for both credit and noncredit ESL students.

Analysis and Evaluation

Pre-collegiate curriculum is clearly designated in the College catalog. Course outlines and the SLO and PSLO establishment and assessment processes are the same as those for college-level courses, and are accomplished with the same rigor and thoroughness. Support services such as the Tutoring Center, Writing Center, Reading Lab, and Math Lab are available to help basic skills students succeed and advance to college-level courses.

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. [ER 12]

Evidence of Meeting the Standard

The programs and degrees offered at LAVC follow practices common to American higher education. LAVC complies with District procedures on the development and approval of educational programs (**IIA5-01** AP4023), which was written in accordance with Title 5 of the California Code of Regulations. The VCCC is responsible for reviewing all curricula for

(1) meeting Title 5 criteria; (2) being within College and District guidelines and policies; and (3) aligning with interdepartmental impact, e.g., mission, goals, and functions (**IIA5-02**_VCCC_Handbook_p4-7). Curriculum development is the responsibility of faculty, whose expertise ensures that programs have appropriate depth, rigor, and sequencing. Faculty, as content experts, and academic administrators, with legal and compliance perspectives, work collaboratively to ensure the highest quality outcome for the College and its students (**IIA5-02**_VCCC_Handbook_p4-7).

According to the graduation requirements for associate degrees published in the catalog, 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 and at least 21 semester units of study in general education are required, ensuring breadth of learning (**IIA5-03**_AP4100). Associate degrees for transfer, as defined in California Education Code §66746, must be aligned with transfer model curricula as approved by the CCCCO and must require 60 semester units for completion, with at least 18 units of study in a major/area of emphasis and completion of Intersegmental General Education Transfer Curriculum (IGETC for CSU) or California State University General Education Breadth Requirements (**IIA5-04**_Catalog_60_Units).

Analysis and Evaluation

LAVC's degrees and programs follow practices common to American higher education. The College follows established criteria in LACCD policy and the VCCC Handbook to determine appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. LAVC ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. LAVC does not currently offer programs at the baccalaureate level, but intends to pursue a Respiratory Therapy degree upon approval by the CCCCO; a substantive change application to the ACCJC has been submitted.

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. [ER 9]

Evidence of Meeting the Standard

The College has established policies to ensure that programs are attainable, including a statement that core courses for degrees and certificates must be offered at least once every two years (**IIA6-01**_Attainable_Progs). Programs requiring courses that have not been offered in two years submit a program change or discontinuance form to the VCCC to restructure the program. The deans of Academic Affairs consult with and train department chairs to ensure that course offerings allow students to complete programs in a timely manner (**IIA6-02**_Chair_Sched_Train). Department chairs complete a two-year scheduling matrix in which they project their offerings for coming terms, using data from the comprehensive student educational plans (**IIA6-03**_SEP_Data). This projected two-year scheduling structure is reflected in Program Mapper, which identifies the recommended course sequence (**IIA6-04**_Art_History_Seq).

Every two years, CTE programs are reviewed as required by Title 5 (**IIA6-05**_CTE_Mod_Bus). All CTE programs are required to have yearly Advisory Committee meetings to solicit input from industry experts and review their programs, as described in IIA2 (**IIA6-06**_CTE_Advisory_Minutes).

Analysis and Evaluation

During the schedule building process, department chairs consult with deans on all aspects of the schedule, including distance education offerings. Success and retention rates of distance education courses are discussed during this consultation and heavily inform scheduling recommendations.

Grants obtained by the College, such as the U.S. Department of Education HSI STEM grant to accelerate the pathway through mathematics, and California legislation such as Assembly Bill 705, have permitted the College to assist students further in accelerating their ability to complete programs. The College continues to demonstrate its commitment to improving the quality of instruction, particularly in the areas of sequencing and time to completion.

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

In response to student needs, faculty at LAVC utilize a variety of instructional methodologies: lecture, lab, activity, discussion, fieldwork, independent study, presentations, group projects, and web enhancement (**IIA7-01**_Instruction_Methods). In addition, some faculty members offer students the opportunity to participate in Cooperative Education and Service Learning. The PDC offers workshops on various teaching methodologies, innovative strategies, effective use of technology, active learning, and other high-engagement activities instructors can use to accommodate various learning styles (**IIA7-02**_PD_Workshops). Due to increased student demand, the number of distance education offerings has increased substantially in the last five years, as enrollments in online classes have tripled.

On the fall 2020 student survey, over 84% of respondents either strongly agreed or agreed that instruction in their major was of high quality and over 92% of respondents either strongly agreed or agreed that their professors were current and knowledgeable in their field. Regarding course availability and accessibility, over 82% of respondents either strongly agreed or agreed that the College offers courses on days and at times when students can take them; over 83% of respondents strongly agreed or agreed that they are actually able to enroll in classes when needed (**IIA7-03**_Student_Survey_Q25).

The PDC offers workshops throughout the year to cultivate diverse teaching methodologies and best practices (**IIA7-02**_PD_Workshops). On a weekly basis, College faculty and staff receive

email updates in the form of "PD Blasts," which serve as notifications regarding current and upcoming professional development opportunities (**IIA7-04**_PD_Emails).

The College Distance Education Committee (CDEC) created Virtual Valley, a website of resources to assist distance education faculty, including a quiz to determine if online teaching is right for them, as well as resources that faculty can use to improve online instruction to meet students' instructional needs (**IIA7-05**_VV_Faculty). Student resources are posted to aid distance education learners, as well as to help decide if online classes are right for them (**IIA7-06**_VV_Students). All course shells in the learning management system, Canvas, include pre-loaded links to the LAVC library and LAVC tutoring (**IIA7-07**_LAVC_Canvas_Links).

In terms of utilizing learning support services, students have access to 95 computers in the Computer Commons, which has expanded its hours to include early mornings, evenings, and Saturdays. Instructional assistants are there to support students, and the Virtual Valley help desk staff are nearby to assist with technical issues. Students who enroll in personal development courses (Counseling or College Studies 101) also learn study skills strategies (**IIA7-08**_Counsel_Courses; **IIA7-09**_College_Studies). LAVC offers the following formal support services: Academic Resource Center (Writing Center, STEP In-Class Tutoring, General Tutoring, Math Lab, NetTutor, Computer Commons), TRiO, Puente, CalWORKs, EOPS, Umoja Black Scholars, Veterans Services, Dream Resource Center, Multicultural Center, Family Resource Center, and Services for Students with Disabilities (SSD) (**IIA7-10**_Student_Services).

LAVC serves over 13,000 students from the San Fernando Valley, many of whom come from neighborhoods that are at an economically lower standard than average and from low API-scoring high schools. In the College's Student Equity Plan, staff members identified several populations with the greatest need for support to achieve equity (**IIA7-11**_SEP). As part of this plan, LAVC emphasizes three goals: (1) Institute an Equity and Access Pathway by creating cohorts for incoming students from underrepresented populations; (2) Implement a targeted professional development effort to assist all faculty in implementing high-impact practices in the classroom, mentoring strategies, and cultural competency; and (3) Increase completion and success of basic skills courses in mathematics and English.

Other efforts to bridge equity gaps for distance education students include participation in the Online Education Initiative (OEI), a collaborative effort among California Community Colleges to increase student success and completion through access to quality online courses and support services (**IIA7-12**_OEI). The benefits include services such as tutoring, online learning readiness, and basic skills support; professional development, such as instructional design support and content resources; and cost savings through system-wide licensing for the Canvas Learning Management System. Faculty and staff must participate in two Canvas training sessions as part of certification to become an online instructor: Introduction to Teaching with Canvas and Introduction to Online Teaching and Learning (**IIA7-13**_Canvas_Cert). From October of 2015 until September of 2021, LAVC participated in "Engaging for Student Success," a cooperative project for expanding teaching strategies to serve diverse populations with East Los Angeles College (ELAC) and Los Angeles Trade-Tech College (LATTC). All three institutions worked

together to develop activities that addressed low progress rates, low persistence, and low completion rates. The project focused on faculty development and adaptive course learning. The College will also continue collaborating with ELAC and LATTC on exploring technology-blended learning environments for students (**IIA7-14** Coop_Project). Moreover, LAVC is proactive in the area of faculty development by implementing a Teaching Innovations Academy (TIA) for instructors who teach students who are at-risk of failing or repeating "gateway" courses (**IIA7-15** TIA).

Analysis and Evaluation

LAVC faculty and staff employ a variety of delivery modes, teaching methodologies, and learning support services that are based on the diverse and changing needs of students. Instructional and support programs remain flexible and responsive to student feedback and outcomes. Ongoing professional development, in part, helps support student equity and fosters academic/career success for all students. The integration of program maps is providing increased clarity and relevance as students persist on their path to certificate or degree completion.

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

The institution does not use departmental course or program examinations.

Analysis and Evaluation

Not applicable.

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. [ER 10]

Evidence of Meeting the Standard

LAVC awards course credit based on attainment of learning outcomes. Faculty members develop learning outcomes to articulate the knowledge, skills, and abilities a student will have as a result of successfully completing a course or program. As stated in IIA1, LAVC ensures that instructional programs lead to the attainment of SLOs by assessing program learning outcomes (PSLOs) annually in program review.

Course outlines also specify objectives which students achieve on their way to developing competency in the learning outcome(s). Grades are assigned as an indication of students'

achieved competency in relation to the course objectives. Review of course objectives in the COR and outcomes assessment ensure that students attain SLOs, which leads to awarding credit based on learning outcomes (**IIA9-01**_Assess_Process). The College's established processes for the review of CORs and the SLOAC is documented above in IIA2 and IIA3, respectively.

The VCCC reviews courses, degrees and certificates to verify that they align with District and state standards. The articulation officer, in conjunction with the VCCC, ensures that units of credit awarded are consistent with state guidelines. The College maintains transferable course articulation agreements with the California State University system, University of California system, California Independent Colleges and Universities, and select out-of-state colleges and universities (**IIA9-02**_UC_Transfer; **IIA9-03**_CSU_Transfer). Units of credit for coursework follow state and federal standards which maintain that one credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks (**IIA9-04**_AP4020). The specific relationship of units to hours for each course is now calculated automatically in eLumen, ensuring courses meet the generally accepted norms or equivalencies in higher education.

The College does not offer courses based on clock hours.

Analysis and Evaluation
LAVC faculty members review and update CORs, including the related SLOs, which means that credit is awarded based on the attainment of learning outcomes. The established SLOAC documents regular assessment of outcomes, as described in IIA3. Course-level SLO data feeds into PSLO data, ensuring that degree and certificate credit is awarded based on SLO achievement as well.

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. [ER 10]

Evidence of Meeting the Standard
Transfer policies are made available to students and the public through the *LAVC Catalog* (**IIA10-01**_Ctlg_Tr_Policies), the College website (**IIA10-02**_Web_Tr_Policies), and LACCD's website (**IIA10-03**_E-93). For each course that transfers to UC/CSU, a notation can also be found in the LAVC Schedule of Classes (**IIA10-04**_Schedule_Extract). Through these publications, and in consultation with counselors, students are referred to assist.org, the official repository of articulation for California's public colleges and universities that provides the most accurate and up-to-date information about student transfer in the state. At that website,

students can view lists of LAVC courses that will be accepted at other institutions, as well as articulation agreements between LAVC and other universities (**IIA9-02**_UC_Transfer; **IIA9-03**_CSU_Transfer). The Articulation Officer submits a Summary of Curricular Changes to all UCs and CSUs and participates in the annual submission of new courses approved by the VCCC for IGETC and CSU GE approval. Approvals for IGETC and CSU courses are made available to students in the *LAVC Catalog* (**IIA10-05**_Catalog_GE).

LAVC accepts degree-applicable coursework completed at other colleges for the purpose of satisfying the LACCD GE plan for associate degrees (**IIA10-01**_Ctlg_Tr_Policies). In accepting transfer credits from other institutions, either the counselor accepts the course using existing articulation agreements, or the student may file a request to have the credits accepted. Students who have taken a course at another college that satisfies a requisite at LAVC may submit a Prerequisite Clearance Form to Counseling. A counselor will review the submission to verify that the courses are comparable in learning outcomes (**IIA10-06**_Prereq_Clearance). The Articulation Officer oversees the process and ensures that the learning objectives for the course accepted for transfer are consistent with the LAVC course objectives and transfer guidelines.

Analysis and Evaluation

Transfer-of-credit policies, both to and from LAVC, are made clear to the public. When students transfer to LAVC, counselors ensure that learning outcomes of the transferred courses are comparable to those of the College's own courses. LAVC has long-standing articulation agreements with institutions and maintains excellent relationships with them.

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

In 2020, LAVC established program-specific outcomes for every degree and certificate and moved away from the previous program pathways model (**IIA11-01**_IAG_Extract). All PSLOs are approved by the VCCC and can be found in **Program Mapper**.

PSLOs represent the skills, knowledge, and abilities students attain as a result of the program. With the support of the SLO coordinators, departments developed three to five PSLOs for each degree and two to four PSLOs for each Certificate of Achievement. Examples of the competencies are illustrated below:

- Communication, AA in Real Estate: Students will be able to explain fundamental real estate concepts as related to agency and principal relationships.
- Information, AA-T in Anthropology: Apply techniques and methods used in collecting and analyzing anthropological information.

- Quantitative, AS-T in Physics: Use calculus to solve problems in mechanics, electricity and magnetism.
- Analytic Inquiry, AA-T in Economics: Analyze national economic issues with respect to inflation, unemployment, and economic growth.
- Ethical Reasoning, AA-T in Sociology: Work toward social justice.
- Engaging Different Perspectives, AA-T in Art History: Correlate how production and use of artworks are influenced by social, political, economic, and other cultural factors of a variety of western and nonwestern cultures and periods.
- Other Program-Specific Outcomes, AA in Music: Perform as members of chamber and large ensembles.

Analysis and Evaluation

LAVC has learning outcomes at the program-level for each of the required competencies. The District's Administrative Procedure 4025 also outlines a philosophy of general education that "symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight," including the competencies listed above (**IIA11-02** AP4025).

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. [ER 12]

Evidence of Meeting the Standard

LACCD's Administrative Procedure 4025 (**IIA11-02** AP4025) establishes the General Education (GE) requirements and criteria in alignment with Title 5 requirements. LAVC also has supporting GE philosophy and guidelines, as delineated on the GE Subcommittee webpage (**IIA12-01** VCCC_GE_Subcomm). The determination of whether a course qualifies as a GE class, and in which area, is made by the GE Subcommittee (which includes faculty members who serve on the VCCC) based on a recommendation by the proposing department and discipline faculty. When evaluating a course for possible inclusion into a GE category, the GE Subcommittee members examine the course outline in question, specifically the content and objectives, using the "Objectives of General Education" (**IIA12-01** VCCC_GE_Subcomm) as guidelines for consideration, as well as the definition of the general education categories as specified by the LAVC Associate Degree requirements, the CSU General Education Certification Plan, and the IGETC, as adopted by both the UC and CSU systems. The GE Subcommittee's Objectives of General Education require that 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. LAVC's philosophy is published yearly in the College catalog (**IIA12-02**_Catalog_Gen_Info).

Analysis and Evaluation
LAVC adheres to the District's AP 4025 and has a general education philosophy that is clearly stated on the College website and in the College catalog. Faculty members are involved in the determination of which courses are included in GE patterns and use learning outcomes to guide these determinations. The outcomes address citizenship, lifelong learning, and knowledge and approaches in the arts and humanities, the sciences, mathematics, and social sciences.

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 LACCD's Administrative Procedure 4100 states that all Associate Degrees have 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 and at least 18 semester units of study in general education. Associate degrees for transfer (ADTs), as defined in Education Code Section §66746, must be aligned with transfer model curricula as approved by the CCCCO. ADTs also require a total of 60 semester units for completion, with at least 18 units of study in a major/area of emphasis and fulfillment of one of the following: (1) IGETC; (2) California State University General Education Breadth Requirements; (3) a 21-unit LACCD GE plan of general education coursework (**IIA5-03**_AP4100).

LAVC offers Associate in Arts degrees, Associate in Arts for Transfer degrees, Associate in Science degrees, Associate in Science for Transfer degrees, Certificates of Achievement, Skills Certificates, and Noncredit Certificates of Completion which are listed on the College website under Degrees and Certificates (**IIA1-02**_Degrees_and_Certs). Each of these programs represents a pattern of learning experiences designed to develop competencies within a major or area of emphasis. Discipline faculty members select course offerings and prerequisites to create a sequence of courses leading to a degree in a focused area of inquiry or an interdisciplinary core (**IIA13-01**_AA_Art_Hist_Prog_Map; **IIA13-02**_AST_Bus_Admin_Prog_Map).

For all courses, discipline faculty members identify one to two SLOs with the process described in the *Institutional Assessment Guide* (**IIA9-01**_Assess_Process). The SLOs target mastery of key theories and practices appropriate to the degree level and field of study. Upon successful completion of courses within a program and achievement of course SLOs, students master the

skills appropriate to their major. Discipline faculty members assess and refine SLOs (if necessary, based on the assessment results), on a three-year cycle, according to guidelines developed by the OAC.

The VCCC evaluates new programs and reviews current program modification proposals (**IIA13-03**_ES_Prog_Prop) for adherence to a sequence of courses that move from a broad introduction to a more focused field of study and makes recommendations to the Academic Senate for approval. In this process, department faculty examine programs by re-validating the courses and sequencing their degrees and document plans for changes in program review (**IIA13-04**_Curric_Anthro_PR). Faculty submit program modification proposals to the VCCC as needed through eLumen.

Analysis and Evaluation
As required by AP 4100 and the CCCCO, all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Course SLOs identify the key theories and competencies of a course and are assessed by faculty on an established cycle. Upon successful completion of courses within a program and achievement of course SLOs, students master the skills appropriate to their major. Through the curriculum review cycle, faculty examine new and existing programs, courses, SLOs, and degrees. Any proposed changes are documented with program modification proposals in eLumen and in program review.

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
LAVC personnel from the CTE programs regularly meet with advisory boards to discuss new curriculum proposals and to ensure currency with required workplace skills (**IIA6-06**_CTE_Advisory_Minutes). Comprised of members who represent various sectors of industry, these advisory boards provide critical information on recent hiring trends and needs. They develop recommendations for CTE programs and act as a liaison between the College and potential employers of LAVC graduates. Faculty who are developing new programs and degrees incorporate advisory board recommendations into their curriculum design, ensuring that graduates will be able to meet employment standards in their fields.

Additionally, all new CTE programs are approved by a regional consortium, the Los Angeles Orange County Regional Consortium (LAOCRC), of which LAVC is a voting member. This process compels programs to meet regional labor market needs and avoid unnecessary duplication. As a result, faculty who are creating new CTE programs must research labor market information to verify the currency of employment opportunities (**IIA14-01**_LAOCRC). Labor market and career information also appear on LAVC's Program Mapper page (**IIA14-02**_Program_Mapper).

LAVC regularly assesses students' achievement of learning outcomes that are designated during the course/program approval process. Course SLOs are mapped to PSLOs and regularly assessed to ensure that completers have achieved professional competencies that meet employment standards (**IIA3-08** eLumen_Mapping).

LAVC tracks job placement rates based on CTE programs (**IIA14-03** Job_Placement_Rate). In addition to tracking the median percentage change in wages of students who completed higher-level CTE coursework (**IIA14-04** CTE_Scorecard), LAVC also tracks students' success with programs that provide preparation for California licensures, permits, or certifications such as:

- Registered Nurse:
    - Preparation for RN licensure
    - NCLEX Exam 94.44% Pass Rate for 2019/2020 (**IIA14-05** NCLEX_Pass_Rates)
- Respiratory Therapy:
    - Prepares students to be licensed as respiratory care practitioners by the Respiratory Care Board of California under the Department of Consumer Affairs
    - CRT Licensing Examination 80.77% Pass Rate in 2020 for LAVC – New Candidate Summary (**IIA14-06** Resp_CRT_2020)
- Fire Technology:
    - Emergency Medical Technician training that prepares students to take the test to be admitted to the National Registry of Emergency Medical Technicians, certification necessary to work as an EMT
    - Occupational certificates prepare students to become firefighters, fire inspectors, and arson investigators (**IIA14-07** Fire_Technology)

Analysis and Evaluation

Through robust collaboration between advisory committees, College faculty, and the regional consortium, LAVC ensures that completers acquire, practice, and demonstrate the necessary CTE skills that meet employment standards. SLOs and PSLOs for CTE programs are established and assessed with the above requirements in mind. Data on pass rates for external licensure or certification is published by the College's OIE.

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

LACCD Administrative Procedure AP 4100 states that students may graduate under the catalog in effect at the time of graduation or the catalog in the year of admission, provided the student maintained catalog rights (**IIA5-03** AP4100). When discipline faculty propose a program discontinuance, the Request for Program/Major Discontinuance is reviewed by both the VCCC and the PEPC; the committees then make recommendations to the Academic Senate for approval (**IIA15-01** Discontinuance). Noteworthy are questions six and seven of the Request for

Program/Major Discontinuance; they highlight the due diligence required on the part of faculty pertaining to the impact of proposed changes on specific students and a plan in place to assist them. If a program is discontinued or changes significantly, the student may file the "Graduation Course Substitution Form" to substitute available and appropriate courses for the program in question (**IIA15-02**_Sub_Form). The review process considers impact on students, course offerings, and the department. When programs are eliminated, the institution attempts to contact and accommodate current students through program changes. The College adopted its policy to ensure student completion of program requirements is attainable.

Analysis and Evaluation

Program discontinuance is sometimes necessary because of declining demand and changes implemented at the state level that affect local programs (e.g., ADT degrees). In November of 2020, a discontinuance request for the Photojournalism AA and Photojournalism Certificate of Completion were submitted (**IIA15-03**_Photojournalism). The program and certificate are being replaced with a Photography AA and Certificate of Achievement. Courses included in the Photojournalism degree pathway are either already included in other programs or will be included in the Photography degree pathway. Therefore, there is essentially no impact to student progress towards completion. In addition, in December of 2020, a discontinuance request for the Physical Education AA was submitted (**IIA15-04**_PE_Discontinuance). Physical Education courses are being absorbed into a Kinesiology transfer degree, which is more aligned with the art and science of human physical/anatomical function as part of allied health careers. Physical Education as a general term and concept was a remnant of antiquated K-12 school employment roles and has not been in current usage within the field for at least two decades. With Kinesiology including Physical Education course content, there is no negative impact to students who desire to make progress towards degree completion. Lastly, in February of 2021, a discontinuance request for Art: Three-Dimensional Design AA was submitted (**IIA15-05**_3D_Discontinuance). Two-dimensional and three-dimensional art foci are too narrow to be practical for transfer to universities as an Art major. An AA in Art: Studio will include courses that were previously contributing to an AA in Art: Three-Dimensional Design degree. The overall pathway to completion will become clearer as a result, and no student will be negatively impacted by the change.

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

In order to improve courses, programs, student success, and student achievement of SLOs, the quality and currency of instructional programs is continually monitored through the following College processes:

- Comprehensive Program Review
- Annual Program Review
- Curriculum Review
- Outcomes Assessment
- Viability Process
- Classes Outside Regular Department Structure (CORDS)

Annual and comprehensive program reviews are the primary means of evaluating the effectiveness of the College's courses and programs in terms of their relevance, appropriateness, currency, future needs and plans, and achievement of learning outcomes. Program reviews are completed for collegiate, pre-collegiate, career-technical, and continuing and community education programs at the College. The process begins the year before the writing of the review with the gathering of data. Data are available to all academic and non-academic units during the year the program review is being conducted. In program review modules, departments must evaluate their performance using the ISSs of success, retention, persistence, degree completion, certificate completion, and transfer. Advisory committees provide input for CTE programs annually, which is documented in the CTE module.

Curriculum review occurs on an ongoing basis, so that CORs are updated at least once every five years, or earlier at the request of discipline faculty. Course outline updates require faculty to review and verify course content and objectives, currency of reading requirements, and a revalidation of requisites. As part of the curriculum review process, distance education offerings are also independently reviewed to ensure delivery quality is comparable to face-to-face offerings.

The outcomes assessment processes include both course and program assessment and occurs on a cycle approved by participatory governance. Course SLOs and PSLOs are assessed at least once per cycle and foster discussion among discipline faculty about changes in curriculum and assignments to improve student success.

Program viability processes are in place to address the issue of program relevance, as described in Standard IB3. A program viability review may arise in several ways, including through the annual and comprehensive program review processes. Data considered in those processes include average class size, success rates, retention rates, number of program completers, and Weekly Scheduled Contact Hours/Full-Time Equivalent Faculty (WSCH/FTEF), as well as completion of SLO assessments and program review.

LAVC also offers a variety of Community Services classes and programs (**IIA16-01**_Hum_Res_Assist_Acad; **IIA16-02**_Prof_Ext_Prog). CORDS (classes outside the regular department structure) are developed with reference to the College mission and the needs of the community. They are typically short-term, self-supporting, and not for credit. They include courses, classes, and programs that are educational, cultural, social, and recreational and are developed to meet the needs of the surrounding area. Classes and programs developed through Community Services are circulated, via memo (**IIA16-03**_CORDS_Memo), from the

Office of Academic Affairs to all department chairs, administrators, the Academic Senate president, and the VCCC chair for review and comment on title, length of course, class or program, and description. Objections to a proposal are referred to a subcommittee for review.

Students in community services courses complete an evaluation after each class. Students enrolled in Community Services Career Training classes (e.g., Physical Therapy Aide, EKG Technician, Medical Billing & Coding) are subject to quizzes and exams on a regular basis to monitor their progress/achievement.

Analysis and Evaluation

Through these processes, programs recognize their strengths and achievements, identify areas in need of improvement, and set goals and plan for the future. These efforts are data-driven, ongoing, systematic, and institution-wide. Planning is based on research and is reviewed through LAVC's governance process to ensure coordination and integration of various campus plans.

II.A Conclusion

The work of creating and maintaining curriculum allows the College to continually evaluate and improve its programs. This is done in accordance with Title 5 and LACCD policy, ensuring appropriate scope, scale, and rigor. The courses and programs at LAVC are regularly updated by faculty, ensuring currency. Career education programs are created in consultation with experts in the industry, ensuring relevancy. Programs are connected to published learning outcomes, which are assessed to evaluate the effectiveness of each program, thus allowing continual improvement. All of these efforts work towards accomplishing the College mission, which is to serve as a pathway to students' individual and career goals, and to enhance their personal development and quality of life.

Evidence List for II.A

IIA1-01_Vision_and_Mission
IIA1-02_Degrees_and_Certs
IIA1-03_PCAH
IIA1-04_NCAPS
IIA1-05_Program_Proposal
IIA1-06_Kin205_Reinstate
IIA1-07_DE_Guidelines
IIA1-08_Viability_Review
IIA1-09_PR_Handbook
IIA1-10_PSLO_Data
IIA1-11_PSLO_Responses
IIA1-12_Awards_By_Dept
IIA1-13_Fast_Facts
IIA1-14_OIE_Vision_Mission
IIA1-15_Completion_Data

IIA2-01_5year_Cycle
IIA2-02_COR_Valid_Instruct
IIA2-03_VCCC_Workflow
IIA2-04_ePosting
IIA2-05_AP4022_4023
IIA2-06_CSIS_Advisory
IIA2-07_CORDS
IIA2-08_Workforce_Training
IIA2-09_Contract_Ed_Assess
IIA2-10_Data_Achievement
IIA2-11_PDC_Offerings
IIA2-12_Teaching_Learning
IIA2-13_Guided_Pathways
IIA2-14_Puente
IIA2-15_Comm_Practice
IIA2-16_CDEC_Resources
IIA2-17_Sub_Contact
IIA2-18_Evaluation_Form
IIA2-19_Student_Survey_Fall2020
IIA2-20_Anthro_Dept_Notes

IIA3-01_Consent_Item4c
IIA3-02_SLO_Cycle_Motion
IIA3-03_SLO_Cycles
IIA3-04_Sample_DAP
IIA3-05_Final_Tracking_Cycle3
IIA3-06_PSLO_Motion

IIA3-07_PSLO_Broadcasting
IIA3-08_eLumen_Mapping
IIA3-09_AP4221
IIA3-10_AFT_Eval_Form
IIA3-11_SLO_Resources
IIA3-12_SLO_Memo

IIA4-01_Ctlg_Basic_Skills
IIA4-02_Credit_ESL_Seq
IIA4-03_Noncredit_ESL_Seq

IIA5-01_AP4023
IIA5-02_VCCC_Handbook_p4-7
IIA5-03_AP4100
IIA5-04_Catalog_60_Units

IIA6-01_Attainable_Progs
IIA6-02_Chair_Sched_Train
IIA6-03_SEP_Data
IIA6-04_Art_History_Seq
IIA6-05_CTE_Mod_Bus
IIA6-06_CTE_Advisory_Minutes

IIA7-01_Instruction_Methods
IIA7-02_PD_Workshops
IIA7-03_Student_Survey_Q25
IIA7-04_PD_Emails
IIA7-05_VV_Faculty
IIA7-06_VV_Students
IIA7-07_LAVC_Canvas_Links
IIA7-08_Counsel_Courses
IIA7-09_College_Studies
IIA7-10_Student_Services
IIA7-11_SEP
IIA7-12_OEI
IIA7-13_Canvas_Cert
IIA7-14_Coop_Project
IIA7-15_TIA

IIA9-01_Assess_Process
IIA9-02_UC_Transfer
IIA9-03_CSU_Transfer
IIA9-04_AP4020

IIA10-01 Ctlg_Tr_Policies
IIA10-02 Web_Tr_Policies
IIA10-03 E-93
IIA10-04 Schedule_Extract
IIA10-05 Catalog_GE
IIA10-06 Prereq_Clearance

IIA11-01 IAG_Extract
IIA11-02 AP4025

IIA12-01 VCCC_GE_Subcomm
IIA12-02 Catalog_Gen_Info

IIA13-01 AA_Art_Hist_Prog_Map
IIA13-02 AST_Bus_Admin_Prog_Map
IIA13-03 ES_Prog_Prop
IIA13-04 Curric_Anthro_PR

IIA14-01 LAOCRC
IIA14-02 Program_Mapper
IIA14-03 Job_Placement_Rate
IIA14-04 CTE_Scorecard
IIA14-05 NCLEX_Pass_Rates
IIA14-06 Resp_CRT_2020
IIA14-07 Fire_Technology

IIA15-01 Discontinuance
IIA15-02 Sub_Form
IIA15-03 Photojournalism
IIA15-04 PE_Discontinuance
IIA15-05 3D_Discontinuance

IIA16-01 Hum_Res_Assist_Acad
IIA16-02 Prof_Ext_Prog
IIA16-03 CORDS_Memo

STANDARD II.B LIBRARY AND LEARNING SUPPORT SERVICES

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. [ER 17]

Evidence of Meeting the Standard

Library

On campus, the LAVC Library is the ground floor of the Library and Academic Resource Center (LARC), which serves as a hub for campus-wide academic support (**IIB1-01** Welcome_Handout). Online, the LAVC Library website is the gateway to research and reading materials for the LAVC community. In both modes, the Library provides the instructional support necessary to use these resources, locally and remotely (**IIB1-02** Library_Ctlg). Full-time department personnel include five faculty (librarians) and six classified staff. The physical Library comprises 48,384 square feet, housing two classrooms (capacity 30 and 45 students, with computers), 167 computer workstations (including tablets and laptops), two desktop scanners, 14 group study rooms, and three media viewing rooms. Printers, photocopiers, and a microfiche reader are available (**IIB1-03** CCCCO_Lib_Survey).

Library faculty provide instruction – in person/remotely, synchronously/asynchronously – to support credit classes in any discipline, including two robust self-paced online workshops (**IIB1-04** Lib_Instruction). For credit, the Library offers LIB SCI 101: College Research Skills (1 unit, UC:CSU transferable), and in Spring 2021 began offering a new course that fulfills CSU GE Area E (LIB SCI 100: Media and Information Literacy, 3 units: UC:CSU transferable) (**IIB1-05** Library_Credit). To further support curricular and instructional needs, the Library:

- Offers real-time one-on-one research support in person and by phone, email, online chat, and video chat, and multiple options for asynchronous research support and self-directed learning (**IIB1-06** Research_Support)
- Provides access to extensive print and online collections that support the educational goals of the institution (**IIB1-07** Collection_Counts)
- Communicates available services to faculty and staff by regularly presenting at professional development events, and through its website, handouts, and e-newsletters (**IIB1-08** Lib_Comm_Employees)
- Communicates services to students through event participation, by developing programs and resources to support students' basic needs, and through ongoing collaborations with other campus areas (**IIB1-09** Lib_Comm_Students)

As many students struggle to afford costly textbooks, the Library spearheaded and has continued to support campus-wide adoption of Open Educational Resources (OER)—saving students over $3.2 million to date—and has continued to support faculty in this effort (**IIB1-10**_OER_Website). The Library also spearheaded the popular One Book, One College (OBOC) program, promoting cross-curricular adoption and a sense of community via campus-wide programming and planning (**IIB1-11**_OBOC).

Learning Support Services

Students have access to a wide variety of tutoring learning support services at the College. The Academic Resource Center (ARC) is the College's open access tutorial support center available to all students. The ARC is located on the second floor of the LARC above the Library and houses the multi-disciplinary General Tutoring Center, Math Lab, Writing Center, embedded tutoring, and Computer Commons. In addition to one-to-one and group tutoring sessions, the ARC facilitates customized workshops for mathematics, writing across the curriculum, and statistics. Students also have access to a large library of self-instructional resources to reinforce subject-specific skills. Moreover, the ARC coordinates the College's collaboration with NetTutor (a third-party vendor that provides additional online tutoring support). In addition to the ARC, the College provides dedicated academic support for special populations including EOPS, Trio, Services for Students with Disabilities (SSD), CalWORKs, Nursing, Biology Tutoring, and satellite services for the Family Resource Center and Umoja program (**IIB1-12**_ARC_Flyer_Spr21). Staffing for the tutoring centers is comprised of faculty, classified staff, and student worker/peer tutors.

Along with offering both in-person and online/remote services to support disciplines across the campus, the network of tutoring services also provides ancillary resources, including access to study rooms, books, calculators, laptops, and self-instructional tools such as handouts. Through the ARC website, blog posts, social media, classroom presentations, and direct messages to students via Blackboard, the College's tutoring services routinely update the campus about the scope of services available to students (**IIB1-13**_ARC_Website). Tutoring services remain current in best practices through participation in professional organizations such as the Association of Colleges for Tutoring and Learning Assistance (ACTLA) as well as ongoing professional development with California Community Colleges' Success Network (3CSN) and the Research and Planning Group (RP). Training certification is attained through the College Reading Learning Association (CRLA) (**IIB1-14**_ARC-CRLA_Cert).

With a similar eye to addressing overall campus needs, the ARC (a CRLA designated training site) coordinates tutoring training efforts with the College's tutoring-based academic support centers while infusing outside expertise to uphold the College's ongoing work with equity and anti-racism (**IIB1-15**_CRLA_Training).

Success rates in high demand/low success courses have increased (**IIB1-16**_ARC_Success_Data) as a result of embedded tutoring and faculty liaisons, such as the "study jams" sessions for

students in the Umoja program enrolled in Statistics courses. In coordination with the ESL Department, the ARC has developed virtual learning, peer conversation groups and resources tailored specifically for the ESL population (**IIB1-17** ESL_Tutoring).

Finally, the College provides students with computer access through open labs as well as program-specific spaces. ARC manages the Computer Commons, an open computer lab with 95 stations that provides access to computers, printers, scanners, copiers, and select specialized software (**IIB1-18** Comp_Commons_Website). Additionally, the College provides specialized computer support for students with disabilities in the High-Tech Center through the Services for Students with Disabilities Office (**IIB1-19** SSD_Website).

Analysis and Evaluation

The College provides a rich variety and depth of robust library and learning support services, through individual service areas and long-time, standard services as well as through ongoing collaborations and new innovations.

The shared values of collaboration, communication, and student-centered focus are best demonstrated when the Library and ARC work together, which they do through the Committee for Academic Resources and Tutoring Services (CARTS) program (**IIB1-20** CARTS_Agenda). A highlight of this work has been the College's "Crunch Time/Study Jam" sessions spearheaded by the Library to provide additional support to students during finals week. From the launch in the first semester in 2018 to the most recent iteration prior to moving to remote work (**IIB1-21** Crunch_Time_Flyers), the scope of services and collaboration between the Library, ARC, and the Associated Student Union (ASU) has continued to grow, resulting in more students utilizing services (**IIB1-22** Crunch_Time_Survey).

The LAVC Library and learning support services both have long had a strong dual presence (on campus and online) for many services and resources. On campus, scheduled hours for one service area complement the other, and both are bolstered by online 24/7 support and access. This was a good strategy before the pandemic closure (e.g., enabling the College to increase hours of access and, in the case of tutoring, scope of subject matters covered), and quickly became vital when all classes and services moved online. As the LAVC community returns to campus, the College expects that there will be increased appreciation for the multi-modal resources and support provided by the Library and the ARC, and that students, staff, and faculty will benefit from the increased flexibility this variety offers.

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

Library

Library faculty manage the content of print and digital collections per a student-centered Collection Development Plan that outlines the priorities and parameters by which materials are selected and deselected, in alignment with the mission and values of the College (**IIB2-01**_Lib_Collect_Plan21). Requests for Library materials are made via an online form on the Library website (**IIB2-02**_Materials_Request). In addition to selection, procurement, and management of such resources, the Library meets District accessibility requirements for these materials (**IIB2-03**_EEAAP_ProQuest_App).

Collection development input, routinely requested from other departments and programs via the curriculum and program review processes, serves as a starting point for establishing needs (**IIB2-04**_Collab_Module). From there, Library faculty initiate follow-up conversations and selection work, to help colleagues understand what the Library can feasibly provide. To effectively select and maintain equipment and materials that support student learning, the Library actively collaborates whenever possible, both internally (within the department), and beyond, to respond to input and to be proactive about identified needs (**IIB2-05**_Feedback_Lib_Plan; **IIB2-06**_Lib_English_Session).

To ensure these materials are discoverable by students, Library faculty and staff engage in continuous professional development and state-wide, district-wide, and other committee-level conversations, applying solutions as needed at the institution (**IIB2-07**_Alma_Trainings). The state-wide Library Services Platform (LSP) change (from SIRSI to Alma/Primo) has introduced considerable new challenges (**IIB2-08**_New_LSP). Library faculty and staff have responded by developing new workflows, and by learning and implementing system adjustments to make the system as student-friendly as possible (**IIB2-09**_Alma_Ebook_Order; **IIB2-10**_Primo_Improvements).

For the Annual Library Data Survey (ALDS), the Association of College and Research Libraries (ACRL) survey, and the Integrated Postsecondary Education Data System (IPEDS) survey, the Library annually performs counts of equipment and materials (**IIB2-11**_CCCCO_Survey_Counts). Annually in program review, Library faculty assess and analyze service outcomes to make data-driven requests for equipment and materials, and for the staff and other resources needed to support their provision (**IIB2-12**_Lib_Resource_PR20). The IT Department maintains a schedule for replacing, updating, and maintaining computers across campus, including in the Library, as documented in Standard IIIC2. Library personnel actively engage in ongoing efforts to improve students' experience with College-selected equipment in the Library (**IIB2-13**_Printing_Proposal).

The Library does continuous outreach to, and maintains communication with, faculty, staff, and students. While the focus of these efforts is often to educate users about what the Library can do for them, they also open channels to teach Library faculty about student and faculty needs. Librarians regularly present to faculty and staff at orientations, professional development events, and their department meetings; and reach students and prospective students at resource fairs, campus tours, and other special events (**IIB1-08**_Lib_Comm_Employees; **IIB1-09**_Lib_Comm_Students). Library faculty serve on many faculty governance and other campus committees, and actively participate in planning and implementing campus-wide initiatives (**IIB2-14**_OAC_Min_Mar21). In addition to representing the discipline in these matters, this proactive participation provides avenues to learn about Library-related needs of the broader LAVC community, and to support students and faculty by better integrating Library services and resources campus-wide.

Learning Support Services

Learning support service professionals, inclusive of faculty, staff, and tutors, provide input in the acquisition of discipline specific materials including software, textbooks, and equipment to support the various centers on campus. The process for soliciting feedback is primarily through program review (**IIB2-15**_ARC_Tech_PR20) and then also through follow-up surveys directed towards faculty and students (**IIB2-16**_Faculty_Survey21). Maintenance for the majority of the educational equipment is the responsibility of the IT department. Requests for repairs or updates are initiated by staff, monitored by IT, and updates are tracked and communicated through the College's Work and Service Order system.

Analysis and Evaluation

LAVC's library collection is sufficient to meet the California Code of Regulations Title 5 Requirements for Community College Libraries (**IIB2-17**_5CCR_Section58724). Library faculty make the most student-centered decisions possible within budget and other limitations, based on campus-wide awareness of student and faculty needs that they invest substantial time to cultivate.

Through the College's program review, faculty and staff across departments and programs systematically identify equipment and software necessary to support students across classes (**IIB2-18**_HS_Tech_Module). This data is reviewed and validated by deans and filtered up to the vice presidents. Through a meta-analysis of the data, the College looks for trends and patterns, and then determines the scope and scale of what needs to be provided.

For example, through this method, the College determined for the ARC that the Statistical Package for the Social Sciences (SPSS) software was needed across different programs to support student learning, which resulted in a campus site license for the software, making it available on all the computers across the ARC. To complement program review requests from other departments (based on surveys soliciting student input regarding needs for equipment and materials), the ARC Director communicates with department chairs to confirm needs and also includes requests for funding within program review (**IIB2-19**_Comp_Comm_Survey19).

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

Library

The responsiveness of the Library and other learning support services to student needs is reflected through resource usage, the reach of Library services, and feedback from students and faculty. The data collected in these assessments – interpreted through the lens of Library personnel immersed daily in the experience of LAVC's diverse student body, continually engaging in close contact and conversation, and in intentional observation from a distance – inform the Library's plans to improve services and resources.

Every year in program review, the Library assesses their service outcome: *The Library will provide information resources relevant to LAVC library users and the assistance necessary to access them.* This assessment requires extensive in-house collection, analysis, and reporting of quantitative and qualitative data, including usage statistics (circulation transactions, reference transactions, online resource statistics, and facility gate count); instruction program data (counts of requests; counts of students, faculty, and disciplines served; student and faculty survey responses); and holdings data (collection counts; cataloging and acquisitions data) (**IIB3-01**_Lib_SAOs_17-20). In addition, like all academic departments, the Library assesses SLOs for credit courses and evaluate success and retention data in program review (**IIB3-02**_Lib_SLOs_18-20).

Additional examples of how assessment data are used as the basis for, and documentation of, the basis of improvement include offering more online research materials and self-help, asynchronous research support; Library support for campus-wide Open Educational Resources (OER) adoption; strategic improvements to Library collections; and requests for computer lab assistants in the Library (**IIB3-03**_Lib_SAO_Example; **IIB1-10**_OER_Website; **IIB3-04**_Lib_Collect_Improve; **IIB3-05**_Lib_SAO21).

Every semester during finals and the week prior, Library personnel observed many students working in the Library who needed writing help: Some students were simultaneously doing Library research (downstairs) while writing (and needed help from the Writing Center, upstairs). Other students only needed writing help, but the Writing Center offered limited hours at this time of the semester. In response, the Library spearheaded "Crunch Time," expanded access to Library computers and research help, with writing tutors present in the same space. This initiative has expanded with much success, now run outside the Library through a collaboration between the ARC and the Associated Student Union (**IIB1-21**_Crunch_Time_Flyers).

The Library annually reports substantial quantitative data for the California Community Colleges Chancellor's Office (Annual Library Data Survey), the Association of College & Research Libraries (ACRL Academic Library Trends & Statistics Survey), and IPEDS (Academic Library Spring Component) (**IIB1-03**_CCCCO_Lib_Survey); **IIB3-06**_ACRL_Survey20; **IIB3-07**_IPEDS_Survey). The Library assesses as required for specific projects and funding sources (**IIB3-08**_Lib_Report_VIPC19).

Learning Support Services

Learning support services evaluate service outcomes on a cyclical basis and document outcomes through the program review process. The process includes qualitative surveys directed at students as well as surveying the tutors and faculty (**IIB3-09**_ARC_Student_Survey20; **IIB3-10**_ARC_Tutor_Survey20; **IIB3-11**_ARC_Faculty_Survey20). In addition to survey data, learning support services evaluate the impact of services on success and retention. This data is captured and reported on data dashboards from the Office of Institutional Effectiveness (**IIB3-12**_Tutor_Data_Dash). Analysis of the data from service outcomes assessment inform program review goals and drive improvement plans to ensure that services meet student needs. For example, the results from service outcomes assessments indicate that students want more tutors on staff and expanded hours. Therefore, requests for increased staffing budgets are included in program review, and creative collaboration with other departments such as the ASU resulted in expanded evening hours during finals through the Study Jam sessions (**IIB3-13**_ARC_Staffing_Req; **IIB3-14**_StudyJam_Flyer).

The data captured through service outcomes assessments reflect that learning support services meet student needs. For example, survey data results for General Tutoring reflect that all respondents agreed or strongly agreed (100%) that they would recommend the tutoring center to a friend. Ninety-seven percent of respondents reported that the supervisor/staff supported their needs. All respondents (100%) said that they agree or strongly agree that they felt more comfortable with the assignments for which they received tutoring. Almost every respondent (98%) agreed or strongly agreed that the tutors explained things in a way that they could understand (**IIB3-15**_Gen_Tutor_Survey).

Analysis and Evaluation

The Library instruction program is a representative example of how assessment data inform, inspire, and document improvements to services. Since the College's last accreditation cycle, the amount, reach, and curricular integration of the Library instruction program has grown substantially, supporting far more students in a far greater number of disciplines than ever before (**IIB3-16**_Lib_Instr_SAOs17-20). As the demand and need for Library instruction continues to grow (in part due to AB 705), the librarians have developed more scalable solutions: a self-paced Online Library Workshop that supports the SLOs for English 101 (**IIB2-06**_Lib_English_Session; **IIB3-17**_Email_English101), and a general online workshop that supports all other courses and disciplines (**IIB3-18**_Email_Toolkit). They have also increased promotion and curricular integration of the credit course Library Science 101: College Research Skills (1 unit, UC:CSU transferable), and developed a new course (Library Science 100: Media and Information Literacy, 3 units: UC:CSU transferable) that fulfills the CSU GE Area E

requirement, providing more comprehensive academic preparation for transfer students than most other current offerings (**IIB3-19**_LIBSCI101_Integrate; **IIB3-20**_LIBSCI100_FlyerSpr21; **IIB3-21**_LIBSCI100_Rtnale_Spr21).

In addition to the quantitative assessment data, the correlation between the impact of tutoring and success and retention underscores the positive impact on helping students achieve learning outcomes. For example, students who used the Writing Center (Fall 2019 attendance=1057) overall show a 16% higher success rate than those who do not use it. Success data for English 101 from the Writing Center shows a large increase in success (28%) for students who use the tutoring service. For the Math Lab (Fall 2019=771), success is 4% higher for those attending tutoring. Success data for Math 227 shows a 32% increase in success and Math 125 shows a 22% increase in success for students who use the tutoring service. For the General Tutoring Center (Fall 2019=835), data shows a 12% higher success rate for those who used tutoring. Students who received tutoring for Statistics 101 have a 20% increase in success and a 26% increase for Statistics 100. There is an increase of 18% in success for Anatomy (**IIB3-22**_Tutor_Success_Data20).

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. [ER 17]

Evidence of Meeting the Standard

Library

In purchasing and subscribing to resources, and providing some services, the Library initiates and maintains contracts with many vendors, which are subject to multiple levels of approval and routinely managed via the District's procurement process (**IIB4-01**_Short_Term_Agree). The annual subscription to Alma/Primo, the Library Services Platform (LSP) that drives discovery of all library materials for users and the back-end management of collection and patron accounts, is a state-wide venture that the Los Angeles Community College District (LACCD) has currently procured at the District level (**IIB4-02**_LACCD_LSP).

The complex District procurement process, newly centralized IT functions, and ADA compliance regulations impacted the Library's ability to consolidate procurement of databases and other student-use software. As a result, during fall 2020, the Library had to delay access to the Online Library Workshop for English 101, which led to only 24% of English 101 instructors using this academic support resource, versus 43% in Spring 2021 (**IIB3-05**_Lib_SAO21). Improved District communication and processes would benefit offering library resources and services to students in the future. The Library chairs in the LACCD continue to discuss this with key District areas (**IIB4-03**_Lib_Comm_Admins).

The LAVC Library maintains membership in the Council of California Community College Chief Librarians, and coordinates the bulk of the database purchasing through their consortium, the Community College League (**IIB4-04**_CCL_Member). Along with the eight other LACCD libraries, LAVC participates in intra-library loan (ILL) of general circulation print books. For printing and copying services, the LACCD and LAVC are currently pursuing new agreements that should greatly improve equity and access for students (**IIB4-05**_New_Printing_Vendor).

Learning Support Services

Learning support services routinely collaborate with and rely upon multiple third-party vendors to complement in-house services and increase resources for students. By working with Link-System's NetTutor program, students have expanded access to online tutoring services for a wide variety of subjects, some of which are available 24/7. To further provide students with ancillary support, through the CalWORKs program, all LAVC students have access to the Aztec Learning program. This is a series of computer-based, instructional programs that provide diagnostic and personalized learning experiences. While these "student facing" programs enhance the learning experience for students, software for tracking student usage is a priority for administrators to evaluate the effectiveness of the program. Learning support services have used a variety of programs to accomplish this goal including Cranium Café, TutorTrac, and another Link-System software called Pisces. Formal agreements exist through contracts for all services (e.g., **IIB4-06**_Net_Tutor_Contract), and the College's Procurement Department works to ensure that the contracts are valid and up to date.

Analysis and Evaluation

Through annual review of usage data and ongoing feedback from students and faculty, the Library continually assesses purchases and subscriptions of materials and equipment (**IIB1-03**_CCCCO_Lib_Survey; **IIB3-01**_Lib_SAOs_17-20).

The ongoing evaluation of support services ensures their effectiveness in helping the programs assist students. Before the College renews existing contracts, stakeholders evaluate the data to make informed decisions about ongoing collaborations. For example, with over 4,000 online tutoring sessions and over an 80% satisfaction rate with NetTutor (**IIB4-07**_Net_Tutor_Utilization), the College continues to see the benefit of this service for students, which underscores the importance of retaining this contract.

II.B Conclusion

The Library and associated support services are fully dedicated to supporting the College's students, faculty, and mission. The Library upholds and strengthens curricular and instructional efforts across all departments, while the ARC provides critical learning support for students with a variety of tutoring services, study session events, as well as access to computers and printers. Evaluation of the Library's instructional mechanisms, support services, service outcomes, and external contracts are conducted and documented in program review. In the recent 2021 LACCD Student Survey, 90% of LAVC students were satisfied or very satisfied with

the Library and 87% were satisfied or very satisfied with tutoring services (**IIB4-08**_Student_ Survey2021).

Evidence List for II.B

IIB1-01 Welcome_Handout
IIB1-02 Library_Ctlg
IIB1-03 CCCCO_Lib_Survey
IIB1-04 Lib_Instruction
IIB1-05 Library_Credit
IIB1-06 Research_Support
IIB1-07 Collection_Counts
IIB1-08 Lib_Comm_Employees
IIB1-09 Lib_Comm_Students
IIB1-10 OER_Website
IIB1-11 OBOC
IIB1-12 ARC_Flyer_Spr21
IIB1-13 ARC_Website
IIB1-14 ARC-CRLA_Cert
IIB1-15 CRLA_Training
IIB1-16 ARC_Success_Data
IIB1-17 ESL_Tutoring
IIB1-18 Comp_Commons_Website
IIB1-19 SSD_Website
IIB1-20 CARTS_Agenda
IIB1-21 Crunch_Time_Flyers
IIB1-22 Crunch_Time_Survey

IIB2-01 Lib_Collect_Plan21
IIB2-02 Materials_Request
IIB2-03 EEAAP_ProQuest_App
IIB2-04 Collab_Module
IIB2-05 Feedback_Lib_Plan
IIB2-06 Lib_English_Session
IIB2-07 Alma_Trainings
IIB2-08 New_LSP
IIB2-09 Alma_Ebook_Order
IIB2-10 Primo_Improvements
IIB2-11 CCCCO_Survey_Counts
IIB2-12 Lib_Resource_PR20
IIB2-13 Printing_Proposal
IIB2-14 OAC_Min_Mar21
IIB2-15 ARC_Tech_PR20
IIB2-16 Faculty_Survey21
IIB2-17 5CCR_Section58724
IIB2-18 HS_Tech_Module
IIB2-19 Comp_Comm_Survey19

IIB3-01 Lib_SAOs_17-20
IIB3-02 Lib_SLOs_18-20
IIB3-03 Lib_SAO_Example
IIB3-04 Lib_Collect_Improve
IIB3-05 Lib_SAO21
IIB3-06 ACRL_Survey20
IIB3-07 IPEDS_Survey
IIB3-08 Lib_Report_VIPC19
IIB3-09 ARC_Student_Survey20
IIB3-10 ARC_Tutor_Survey20
IIB3-11 ARC_Faculty_Survey20
IIB3-12 Tutor_Data_Dash
IIB3-13 ARC_Staffing_Req
IIB3-14 StudyJam_Flyer
IIB3-15 Gen_Tutor_Survey
IIB3-16 Lib_Instr_SAOs17-20
IIB3-17 Email_English101
IIB3-18 Email_Toolkit
IIB3-19 LIBSCI101_Integrate
IIB3-20 LIBSCI100_FlyerSpr21
IIB3-21 LIBSCI100_Rtnale_Spr21
IIB3-22 Tutor_Success_Data20

IIB4-01 Short_Term_Agree
IIB4-02 LACCD_LSP
IIB4-03 Lib_Comm_Admins
IIB4-04 CCL_Member
IIB4-05 New_Printing_Vendor
IIB4-06 Net_Tutor_Contract
IIB4-07 Net_Tutor_Utilization
IIB4-08 Student_ Survey2021

STANDARD II.C STUDENT SUPPORT SERVICES

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. [ER 15]

Evidence of Meeting the Standard

To accomplish its mission, the College ensures the quality and effectiveness of all student support services, regardless of location or means of delivery, through reflection and planning documented in annual and comprehensive program reviews. Goals and service outcomes that are monitored during program review are aligned with the College's strategic priorities (equity, access, success), Guided Pathways implementation, California Community Colleges Chancellor's Office (CCCCO) Vision for Success local goals, or the 2020-2026 LAVC Educational Master Plan. Examples to illustrate the evaluation of support services and resulting improvement steps include:

- In the last comprehensive program review cycle, analysis of achievement data (including retention) for dual enrollment students led to strategies for improvement that included: (1) a focus on increased communication between Student Services staff members and high school partners; (2) implementation of a digital authorization/signature system for use by high school students and high school staff in receiving registration permissions; and (3) holding "Study Jam" events each term to increase student engagement, success, and retention (**IIC1-01**_DualPR_Achieve_Enroll).
- After review of retention and success data obtained from the Office of Institutional Effectiveness (OIE), the College identified that developing a comprehensive student education plan (CSEP) was a critical milestone for learners. Statistics from 2019 indicated that success rates for students who completed a CSEP averaged 77% versus 67% for those without (**IIC1-02**_2019_CounselingPR). Data from the same period revealed a 91% retention rate for students with a CSEP versus 85% for those without. In response, the counseling department initiated an awareness campaign to inform students and faculty about the importance of having an up-to-date CSEP (**IIC1-03**_Awareness_Campaign). As a result, the number of students with a CSEP has increased over the past few years.
- Review of success and retention data supported the bolstering of the infrastructure for the Umoja/Black Scholars program in acquiring dedicated space and increased tutoring opportunities (**IIC1-04**_Umoja_Data).

Student needs are also identified through focus groups and surveys, which are used to help improve the quality of student support services (**IIC1-05**_Campus_Surveys). In 2019, for example, data from two student surveys on existing onboarding practices (**IIC1-06**_Promise_Survey) and the First-Year Experience Program (FYE) (**IIC1-07**_FYE_Survey), indicated that most students were confused about LAVC's onboarding process; many did not complete the recommended steps due to a lack of information and guidance. After a two-day,

off-campus retreat for administrators, faculty, classified staff, and students from all campus areas including Student Services, Academic Affairs, and Administrative Services, the onboarding practices at LAVC were redesigned in fall 2020 through the implementation of the Welcome Center (**IIC1-08** Welcome_Center).

The Welcome Center now serves as the first point of contact for prospective, new, and returning students. Staffed by a counselor(s), enrollment specialists, and student workers, the Welcome Center assists students in real-time through the online Student Help Desk with applying for admission, registering for classes, accessing College resources, and navigating the student portal. Students connect with the Welcome Center via phone, email, Cranium Café, and the Welcome Center website and social media page (**IIC1-09** Welcome_Assist). The Welcome Center creates a highly supportive, inclusive environment to guide students through the newly redesigned onboarding practices at LAVC. It is expected that these new services will positively impact enrollment, increase student completion of the online orientation and the First Year Planning Session (FYPS) milestones, and ultimately lead to greater student success.

Analysis and Evaluation

Student support services, regardless of location and means of delivery, are evaluated and assessed. As part of the ongoing assessment of effectiveness, student support units within each division complete annual program plans and submit comprehensive program review documents according to an established cycle. Regular evaluation of data related to LAVC's student support services permits the College to ensure alignment with Guided Pathways efforts to provide a holistic framework for all areas of student success from first contact through goal completion. As a campus core value, equity is at the heart of the evaluation of Student Support programs and services at LAVC, and the College ensures access to prospective students is equitable and that students have the same opportunity to succeed.

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

LAVC examines and assesses outcomes for student service areas through the annual program review process and all service outcomes are assessed at least once per cycle – a practice that is approved by the College's participatory governance (**IIC2-01** SAO_Motion). Under the guidance of the College's Service Outcomes Coordinator, service outcomes are identified for new areas, revised as necessary for established areas, and subsequently forwarded for approval by the Outcomes Assessment Committee (OAC). Data for assessment can be collected through surveys and may capture the number of students served, the response time for requests, or the helpfulness of the response. As described in the *Institutional Assessment Guide* (IAG), data are then analyzed to assess the outcomes in program review and results are used to continuously

improve support programs and services (**IIC2-02**_IAG_Extract_Service). The following three examples illustrate how those assessments led to significant improvements:

- Services for Students with Disabilities (SSD) used a survey in 2019 to collect assessment data in the areas of communication, workshops, training, and technology (**IIC2-03**_SSD_Service). Results indicated that students needed guidance with self-advocacy. Subsequently, the *SSD Student Handbook* was enhanced with a section on self-advocacy which includes information and how-to guidance, as well as a robust section of linked resources (**IIC2-04**_SSD_Handbook).
- Umoja, in assessing its service outcomes, identified needs for emergency financial, food, and mental health supports (**IIC2-05**_Umoja_Service).
- After review of data for students on academic/progress probation who were undecided on a major, and the total number of completed CSEPs, the counseling department implemented numerous interventions including one-on-one mentoring appointments with Success Coaches and targeted career guidance counseling (**IIC2-06**_2019_Counseling_SAO).

Surveys continue to be an important method for gathering assessment data and providing opportunities for students to offer feedback on the quality of their College experience regardless of modality. A specific example can be found with the Extended Opportunity Programs and Services (EOPS) unit, which witnessed declining participation in group probation workshops. After reviewing workshop participation data, the program conducted individual interviews with students who were on probation to learn about their needs (**IIC2-07**_EOPS_Planning). Using this information, EOPS counselors now meet with probation students individually in one-hour "academic success" appointments. In addition, the program developed a case management style approach by employing tutors as peer mentors while tracking a student's enrollment and appeal status. This new process is presently being assessed through the EOPS Student Satisfaction Survey (**IIC2-08**_EOPS_Survey).

Analysis and Evaluation
Through surveys and focused inquiry, LAVC assesses learning support outcomes on an established cycle in an effort to continuously improve student services and programs. The Service Outcomes Module in program review requires units to analyze data, address gaps, and cultivate improvement plans. Numerous improvements, including the ones exemplified above, have been a result of service outcomes assessment.

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. [ER 15]

Evidence of Meeting the Standard
LAVC provides students with equitable access by offering comprehensive support services and assisting all learners in reaching their educational goals. Student service areas at the College

include Admissions and Records, the Business Office, Counseling, Services for Students with Disabilities (SSD), Financial Aid, the Student Health Center, the Child Development Center, the Veterans Resource Center, Student Life, TRiO, Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), and the Academic Resource Center (ARC). The Umoja/Black Scholars program and the Dream Resource Center were established in response to data showing the need for such areas. The Career/Transfer Center hosts virtual tours for universities, online workshops for personal insight essays, and both virtual and in-person drop-in hours. Information on career exploration such as job shadowing and internships are also available on the website. All areas proactively engaged students during the pandemic, offering both face-to-face and online services, with selected offices offering extended hours or special events on weekends (**IIC3-01** Operation_Hours).

Beginning in March 2020, the impact of Covid-19 compelled the College to provide all students with online services (**IIC3-02** Online_Student_Services). The LAVC website is the center of information for remote services including assistance by phone, chat, Cranium Café, and Zoom (**IIC3-02** Online_Student_Services). For example, if students need counseling assistance, appointments can be scheduled through the counseling webpage; meetings with counselors are conducted via phone, Cranium Café, or Zoom. Additional resources on the counseling website include an online counseling help desk, instructions on how to schedule counseling appointments, counselor contact information, protocols for prerequisite clearance or excess units, guidelines on student educational planning, "how-to" videos, and more (**IIC3-03** Counsel_Online_Services). Data from the 2020 Los Angeles Community College District (LACCD) Transition Survey reveals that 82% of LAVC students were aware of access to remote College services (**IIC3-04** Transition_Survey).

In terms of enrollment, the District-wide student information system (SIS), PeopleSoft, provides 24/7 online access for students to add or drop classes, view grades, download unofficial transcripts, as well as check class schedules and fees. Students can also review different educational scenarios with the online degree audit system. For high school students, LAVC offers a concurrent enrollment process with an online admissions application, a step-by-step tutorial, and an option to access the process in Spanish (**IIC3-05** Concurrent_Enroll).

Analysis and Evaluation
LAVC continually ensures that students are offered equitable access to appropriate, comprehensive, and reliable services regardless of service location or delivery method. All student service areas offer online and in-person assistance year-round, with the option of scheduled appointments during daytime or evening hours. The College has significantly improved its delivery methods among service areas while improving access to students by utilizing a wide range of reliable online platforms. LAVC is also undergoing renovations for an expanded Multicultural Center that includes a dedicated space for the Rainbow Pride Center, as described in IIC4.

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

In keeping with the College's strategic priority of equity, students have opportunities for educational enrichment as well as social and personal growth through activities, athletics, and co-curricular programs. LAVC celebrates its diverse community and encourages student engagement with annual, campus-wide cultural events for Latino Heritage, Black History Month, and Armenian Heritage. The College also hosts events designed to build equity and awareness for special student groups (**IIC4-01**_Cultural_Events).

The Associated Student Union (ASU) plays a key role in promoting cultural awareness, student leadership, academic improvement, and student well-being while increasing positive campus/community relations and empowering student rights and representation.

Under the supervision of the Office of Student Life, the ASU is comprised of elected and appointed members (Executive Council) and student club members (Inter-Club Council). Members are guided by their constitution and program processes, as outlined in the ASU manual (**IIC4-02**_ASU_Manual). Regulations are also established for the ASU's many chartered clubs (**IIC4-03**_ASU_Clubs). The disbursement of ASU funds is authorized by LACCD Board Policy 5400 and requests are processed by the LAVC Business Office (**IIC4-04**_BP5400). Disbursement requests must be submitted at least three weeks in advance of an event and approved by the ASU Treasurer, the ASU Advisor, and the Vice President of Student Services.

The Athletic Program at LAVC adheres to the constitution and bylaws of the California Community College Athletic Association (CCCAA) and understands how athletics can play an integral role in the educational process by providing opportunities for students to achieve both academic and athletic excellence (**IIC4-05**_CCCAA). Staff members are dedicated to strengthening skills in leadership, communication, teamwork, discipline, and confidence in its student athletes.

The Athletic Program is fully funded by the College and all financial transactions are part of the Administrative Services division. Each year, there are approximately 210 to 230 student athletes (**IIC4-06**_Athletic_Handbook). The intercollegiate athletic program is committed to the value of gender equity, offering 10 recognized sports (Women's: Soccer, Softball, Basketball, Polo and Swim and Men's: Football, Basketball, Polo, Swim, and Baseball). To support the College's athletes, an academic counselor is assigned to the program to assist students with registration, academic planning, and transfer degree completion. In the 2020 Athletics program review, data shows that success, retention, and transfer rates for student athletes are higher than the Institution-Set Standard (**IIC4-07**_Athletics_PR2020).

LAVC offers many additional opportunities for students to broaden their educational knowledge and experiences beyond the classroom. In 2021, the Media Arts department hosted a forum with a panel of industry experts on "Black Lives Matter in Film" and announced a contest for short films based on anti-racist themes. Winners of the contest then developed their scripts, filmed their productions, and showcased their projects in the annual Media Arts Screening Fair. Journalism students continued to produce the bi-monthly newspaper, "The Valley Star" despite challenges due to pandemic closures and was recently awarded "Best College Newspaper" by the Los Angeles Press Club in a competition among more than a dozen community colleges and four-year undergraduate and graduate institutions in southern California. In the annual ASU Fine Arts Festival, fine art and photojournalism students submit work for display in the campus Art Gallery (**IIC4-08**_Activities).

Acknowledging that many of LAVC's students need to balance studies with work and family responsibilities, student events/activities/co-curricular programs and resource centers (Dream Resource Center, Veterans, Umoja/Black Scholars, the Rainbow Pride Center, and Puente) (**IIC4-09**_Resource_Centers) are intentionally designed for academic and social support while empowering students to be engaged, confident, and productive on their pathways to meeting educational and career goals. In 2022-23, the campus plans to open an expanded Multicultural Center that will include a study lab, gathering space, and resource center with designated counselors and support staff (**IIC4-10**_Multi_Min_Item5a).

Analysis and Evaluation
The institution's co-curricular and athletic programs are supported by the College mission, conducted with sound educational policy and integrity, and contribute to the social, cultural, and educational experiences of students.

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 Standard
The LAVC Counseling department offers extensive counseling and academic advisement programs to support student development and success. These programs are focused on creating services and student success strategies to meet the goals of Guided Pathways (GP). This framework allows for counselors to develop relevant skills and knowledge while helping students understand the requirements related to their programs of study and providing students with a CSEP that promotes better direction and awareness in navigating pathways (**IIC5-01**_Counsel_CAP_Redesign).

The GP implementation also allows counselors and instructional faculty to collaborate as members of Career and Academic Pathway (CAP) completion teams (**IIC5-02**_CAP_Teams). This collaboration promotes a sense of community within the CAP and encourages members to share counseling services and resources, discipline-specific information regarding the curriculum, course articulation and transfer requirements, as well as career paths and opportunities. Counselors regularly distribute the above CAP information in training sessions with counselors and classroom faculty (**IIC5-03**_Counseling_Agenda).

The Counseling department provides advising individually by appointment or on a "drop-in" basis, as well as in groups with in-person, telephone, text, and video chat formats (**IIC3-03**_Counsel_Online_Services). The video chat option uses a new platform, Cranium Café, which was adopted in fall 2019 and proved to be critical as the pandemic required a transition to fully remote operations. Essential advising services include new student orientations, FYPS, live online drop-in counseling, and counseling. Specialized counselors provide advisement for CSEPs and special student populations (e.g., Veterans, International Students, Career Technical Education, Transfer Alliance/Honors, Career/Transfer Center). In addition, students benefit from counseling services embedded in satellite programs such as Athletics, CalWORKS, EOPS, SSD, Black Scholars/Umoja, Puente, Guardian Scholars (foster youth), TRiO, the STEM program, and the Dream Resource Center (**IIC5-04**_Student_Services).

The LAVC Career/Transfer Center (CTC), provides both online and in-person services to ensure that students receive accurate information about graduation requirements and transfer policies. Students have access to transfer information at the CTC Online Helpdesk which is staffed by Counseling Interns (CIs) and in transfer application workshops. Sessions with university representatives, university field trips, and college fairs are also listed on the CTC events calendar (**IIC5-05**_CTC_Calendar).

For those students who are undecided on their major or career, the CTC offers career exploration counseling services and resources. Course offerings such as Counseling 4 (Career Exploration) or Counseling 20 (Scope of Career Exploration and Transfer) help students to further engage in the consideration process. Supporting the student exploration process, the Center also offers a Job Shadowing Program and speaker panels representing a variety of career fields (**IIC5-06**_CTC_PR).

To provide timely, useful, and accurate information to students, counselors participate in rigorous, ongoing training by attending conferences and workshops, such as the annual California State University (CSU), University of California (UC), and University of Southern California (USC) Transfer Counselor Conferences; the Ensuring Transfer Success Conference; the LACCD Counselor Conference; weekly departmental meetings; regular in-service trainings (**IIC5-03**_Counseling_Agenda) and other professional development activities (**IIC5-07**_Counsel_Conferences). All counselors participate in routine training sessions conducted by the articulation officer. New counselors undergo additional training on transcript evaluation, CSU/UC/USC transfer, using assist.org, GPA calculations, and assisting students on probation/disqualification and other at-risk populations (**IIC5-08**_UPI_Training). Each new

counselor is assigned a faculty mentor for their first year; the mentor works with the counselor to develop professional skills and knowledge about the field, department, and campus as a whole. During the 2020-2021 academic year, a Canvas course for counselors was developed (**IIC5-09**_Counsel_Canvas). All counselor training materials, procedures, forms, and policies are stored in the Canvas shell, thereby providing a centralized location for critical information. In addition, the CTC provides an intensive training program for CIs who are graduate students from various universities. A detailed Counseling Training Manual has been developed and is updated each year (**IIC5-06**_CTC_PR; **IIC5-10**_Training_Manual).

In terms of orientation, counselors and CIs at the LAVC Welcome Center meet with new students and provide onboarding services which include information on financial aid, new student orientations, and FYPS. At the FYPS, students develop a first-year education plan which aligns itself with first-year pathways in the LAVC Program Mapper, learn how to register for courses, and receive a *New Student Handbook* (**IIC5-11**_New_Student_Handbook). Students are urged to enroll in the counselor-recommended courses along with the new College Studies 101 course, which moves students toward selecting a CAP while building confidence as a learner (**IIC5-12**_College101_COR). Students also have the option to join a counseling course (Counseling 001 or 020) to help them better understand and utilize campus resources, improve study skills, and design long-range, comprehensive educational and career plans. Students are then encouraged to schedule a counseling appointment before the end of their first semester to complete their CSEP (**IIC5-13**_LAVC_Onboarding).

New students who are part of the First Year Experience (FYE) and Valley Promise programs receive specialized academic, career, and transfer counseling, and are encouraged to enroll in a summer transition program to prepare them for the first semester of classes. Each summer, a Guiding Your Pathway to Success (GPS) program that includes a variety of workshops and related activities prepare students for the demands of college, familiarize them with available resources, highlight success strategies, and create a sense of community among the participants (**IIC5-14**_FYE_GPS_Activities).

Analysis and Evaluation

Counselors at LAVC are highly-trained to ensure students receive accurate, up-to-date, and useful information about academic requirements as well as graduation and transfer procedures. All counselors are required to attend rigorous, ongoing training in order to remain current on requirements concerning articulation, transfer, transcript evaluation, GPA, advising, and more. As described in IIC3, the impact of Covid-19 compelled the College to expand its online counseling services while ensuring their quality and effectiveness.

Results from the Student Satisfaction Survey showed (**IIC5-15**_Counsel_Survey) that approximately 85% of the students either agreed or strongly agreed that their counseling experience was helpful and positive. Finally, the department has completed its annual program reviews and service outcomes assessments which have led to numerous improvements based on the data (**IIC5-16**_Counseling_PR2020).

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. [ER 16]

Evidence of Meeting the Standard

In accordance with the College mission, LAVC offers a comprehensive curriculum with support services that enrich learning and inspire students to achieve their career and personal goals, including completion of certificates, degrees, and transfer requirements. LACCD Board Policy 5010 establishes admissions criteria for all district colleges, including LAVC (**IIC6-01**_BP5010).

The College catalog clearly sets forth specific qualifications for courses within programs, including pre- and co-requisite requirements. The requirements for pursuing these goals are listed in the Schedule of Classes (**IIC6-02**_Class_Schedule), the *LAVC Catalog* (**IIC6-03**_Degrees_Certs_Catalog), and on the Degree and Certificate page of the College website (**IIC6-04**_Degree_Certs_Website). The LAVC Nursing and Respiratory Therapy programs have special admission requirements, which are specified in the catalog and on the departments' web pages (**IIC6-05**_Nursing_Program; **IIC6-06**_Resp_Therapy). Students interested in applying to these programs must complete the prerequisites requirements and apply by the deadline. CTE programs are also listed on the website (**IIC6-07**_CTE_Website).

LAVC ensures clear academic pathways for students. Accurate, clear and accessible information on degrees and certificates have been developed through the Guided Pathways framework. The Guided Pathways Steering Committee, in collaboration with other teaching faculty, have developed clear CAPs, which were approved by the Academic Senate (**IIC6-08**_CAPs_Approval). CAPs are groups of similar programs designed to help students select a program of study (**IIC6-09**_CAPs). Within each CAP, the student can explore a set of program maps that show a semester-by-semester path from program entry to completion for a full-time student for each degree and certificate (**IIC6-10**_Art_History_Seq). As counselors meet with students, these academic maps facilitate the understanding of student educational plan development, program requirements, and a prerequisite sequence related to general education and major preparation. Furthermore, specific and intentional milestones (**IIC6-11**_Milestones) were developed to help students reach their academic goals successfully. During their educational journey, these crucial milestones will guide students, keep them on track with their goals, and celebrate their progress and accomplishments.

Analysis and Evaluation

LAVC adopted and adheres to admissions policies that are consistent with its mission. Academic pathways are clearly defined and presented to students in Program Mapper as well as the College catalog. Through the Guided Pathways framework, the counseling department and other academic departments advise students on clear program pathways and career information to complete degree, certificate, and transfer goals.

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

At LAVC, students are able to enroll in transfer-level English and transfer-level math through Statistics 101. Students interested in STEM are placed into degree-applicable math or higher based on a self-placement process involving multiple measures, including high school coursework, grades, and grade point average as required by Title 5 (**IIC7-01**_Section55522). The self-placement process is embedded in the application for enrollment to LAVC.

As a result of Assembly Bill (AB) 705, LAVC and the LACCD worked together to develop a placement process to eliminate disproportionate impact by using multiple measures, such as application survey questionnaires and an evaluation of past educational experiences. In fall 2019, LAVC implemented AB705 regulations, which eliminated the decades-long process of placing students into college-level math and English. The fall 2019 cohort of first-time students proved to benefit from the AB705 measures and upon evaluation, posted higher completion rates in college-level math and English than prior years (**IIC7-02**_AB705_First_Time).

For English as a Second Language (ESL) students, LAVC used AccuPlacer until May 2020, and is now using a Guided Self-Placement process (GSP) facilitated by the credit ESL faculty. The current ESL guided self-placement method is designed in a way to minimize disproportionate impact to students as much as possible. Offering students the choice of accepting a recommended placement level or choosing any other level will equalize options for all students. To minimize English language difficulties, the College is planning to offer the ESL placement tool in multiple languages. LAVC is in the process of developing criteria for evaluating its effectiveness as a placement tool, similar to the AccuPlacer study (**IIC7-03**_AccuPlacer).

Analysis and Evaluation

The College regularly evaluates admissions and placement instruments through the College's OIE to validate the effectiveness while minimizing biases and reducing disproportionate impact. Evaluations for the ESL guided self-placement process (GSP) are currently underway. Data has been collected since the implementation of GSP in fall 2020 and the validation stage will begin during spring 2022.

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

LAVC is committed to protecting the personal and confidential information of its students. The LACCD and LAVC, in compliance with federal and state law, have established policies and procedures governing student records and the control of personally identifiable information (Pil). The District's Office of Information Technology offers multiple training opportunities each year to inform and empower all employees to use sound data protection strategies when accessing District information (**IIC8-01** LACCD_Pil_Training). Additionally, new employee (faculty, staff, and student workers) handbooks stress the importance of keeping the confidentiality of students and clearly state the regulations and procedures regarding the release of student information (**IIC8-02** Unclassified_Handbook; **IIC8-03** Classified_Handbook). Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System (SIS).

The College President is charged with ensuring that the College maintains a cumulative record of enrollment, scholarship, and educational progress for each student. No student records, other than directory information, can be released without written consent from the student except when authorized by law (**IIC8-04** BP5040).

The LAVC Office of Admissions and Records maintains all continuing, returning, and alumni student records. All permanent and optional records maintained by the College are kept in a digitized system and are updated daily. Records are backed up on the College's server, as well as at an off-site server-imaged system. Financial Aid maintains its records, data, and digitized images on separate servers outside of the College's server. These servers are managed by the LACCD's Office of Information Technology and are backed up weekly. All data is recoverable per District security permission clearances and protocol. LAVC also ensures confidentiality and security with electronic records, including those pertaining to student discipline and grade grievances.

The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and Title 5 of the California Education Code. Information regarding Student Records and Directories are published in the College catalog and a student can submit to the LAVC Admissions Office a written statement that they do not want their directory information released (**IIC8-05** Directory_Info).

Analysis and Evaluation

The College maintains student records appropriately and ensures their confidentiality and security.

II.C Conclusion

The Student Services division at LAVC is responsible for ensuring the quality and effectiveness of the services it provides. Substantial efforts have been made to support all learners with new onboarding practices, the Guided Pathways framework, embedded counseling in special student populations, transitional programs, and student-focused workshops. Equity, diversity, and inclusion are at the heart of the many efforts described throughout this standard. With

Covid-19, the College was able to successfully move services online and continues to offer remote options to all students.

Regular evaluation through program review, surveys, and service outcomes assessments provide data for continued improvement and growth. Further progress can be made through intentional analysis of survey data to strengthen the consistency and value of service outcomes assessment. As a result of meaningful assessment, plans could be implemented to mitigate gaps, improve services, and further bolster the College's commitment to student success, retention, and completion.

Evidence List for II.C

IIC1-01_DualPR_Achieve_Enroll
IIC1-02_2019_CounselingPR
IIC1-03_Awareness_Campaign
IIC1-04_Umoja_Data
IIC1-05_Campus_Surveys
IIC1-06_Promise_Survey
IIC1-07_FYE_Survey
IIC1-08_Welcome_Center
IIC1-09_Welcome_Assist

IIC2-01_SAO_Motion
IIC2-02_IAG_Extract_Service
IIC2-03_SSD_ Service
IIC2-04_SSD_Handbook
IIC2-05_Umoja_Service
IIC2-06_2019_Counseling_SAO
IIC2-07_EOPS_Planning
IIC2-08_EOPS_Survey

IIC3-01_Operation_Hours
IIC3-02_Online_Student_Services
IIC3-03_Counsel_Online_Services
IIC3-04_Transition_Survey
IIC3-05_Concurrent_Enroll

IIC4-01_Cultural_Events
IIC4-02_ASU_Manual
IIC4-03_ASU_Clubs
IIC4-04_BP5400
IIC4-05_CCCAA
IIC4-06_Athletic_Handbook
IIC4-07_Athletics_PR2020
IIC4-08_Activities
IIC4-09_Resource_Centers
IIC4-10_Multi_Min_Item5a

IIC5-01_Counsel_CAP_Redesign
IIC5-02_CAP_Teams
IIC5-03_Counseling_Agenda
IIC5-04_Student_Services
IIC5-05_CTC_Calendar
IIC5-06_CTC_PR
IIC5-07_Counsel_Conferences
IIC5-08_UPI_Training
IIC5-09_Counsel_Canvas
IIC5-10_Training_Manual
IIC5-11_New_Student_Handbook
IIC5-12_College101_COR
IIC5-13_LAVC_Onboarding
IIC5-14_FYE_GPS_Activities
IIC5-15_Counsel_Survey
IIC5-16_Counseling_PR2020

IIC6-01_BP5010
IIC6-02_Class_Schedule
IIC6-03_Degrees_Certs_Catalog
IIC6-04_Degree_Certs_Website
IIC6-05_Nursing_Program
IIC6-06_Resp_Therapy
IIC6-07_CTE_Website
IIC6-08_CAPs_Approval
IIC6-09_CAPs
IIC6-10_Art_History_Seq
IIC6-11_Milestones

IIC7-01_Section55522
IIC7-02_AB705_First_Time
IIC7-03_AccuPlacer

IIC8-01_LACCD_Pil_Training
IIC8-02_Unclassified_Handbook
IIC8-03_Classified_Handbook
IIC8-04_BP5040
IIC8-05_Directory_Info

Standard III: Resources

STANDARD III.A HUMAN RESOURCES

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

The Los Angeles Community College District (LACCD) has policies and procedures for hiring processes that include developing job descriptions, advertising positions, and determining candidate qualifications. These are the mutual responsibilities of the LACCD Human Resources Department, the LACCD Personnel Commission, and the college. Each college assures that the hiring of each position aligns with the college mission as part of their planning; this is indicated on classified staffing requests and notices of intent to fill academic and administrator positions.

The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and administrators (**DIIIA1-01** HROrgChartOps). The LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators (**DIIIA1-02** HRGR110toR400). The college administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. Each campus initiates hiring through the submission of a Notice of Intent to hire and works collectively with the HRD to develop appropriate job descriptions and recruitment plans.

Administrators and faculty must meet the minimum qualifications set by the California Community Colleges Chancellor's Office (CCCCO) (**IIIA1-01** Min_Qual), which includes appropriate education, training, and professional experience. In alignment with District protocol, LAVC ensures that job descriptions accurately reflect position duties, responsibilities, authority, and teaching skills to support the College's mission and goals (**IIIA1-02** VP_Posting; **IIIA1-03** Anatomy_Posting).

All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of six weeks (**DIIIA1-03** HRGuideR110; **DIIIA1-04** HRGuideR121; **DIIIA1-05** HRGuideR122; **DIIIA1-06** HRGuideR124; **DIIIA1-07** HRGuideR130; **DIIIA1-08** BP7120; and **DIIIA1-09** BP7270; **DIIIA1-10** CCCRegistry; **DIIIA1-11** RecruitmentStrat). The District HRD also conducts regular recruitment for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 (**DIIIA1-12** HRGuideR130). As with permanent faculty, each college follows this process to conduct screening of eligible adjuncts from the HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need; the college makes final selections for successful candidates.

The LACCD utilizes a merit system through the Personnel Commission, which oversees the recruitment and testing process for classified personnel (**DIIIA1-13** PCLawsRules). The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers (**DIIIA1-14** PCClassSpec). Minimum qualifications are set based on the merit system testing, selection, and eligibility process (**DIIIA1-15** PCWebsite). The Personnel Commission manages eligibility lists for each classification and conducts testing to establish new lists at regular intervals or when eligibility lists have been exhausted. Temporary classified positions are posted as needed by the Personnel Commission on a website for provisional assignments. Recruitment for classified positions post a minimum of three weeks as referenced in Personnel Commission Rule 615 (**DIIIA1-16** PCRule615). When a classified position becomes vacant or a new position is needed, colleges may make a staffing request (**DIIIA1-17** C1121ClassStaff). The college convenes a hiring committee to interview candidates to make a selection from the list of eligible candidates. The District Office provides administrative oversight and support services to the colleges. For classified staff, the LACCD HRD works in collaboration with the Personnel Commission post-recruitment.

To ensure hiring procedures are consistently followed, the employment packet provided by the candidate selected for a position contains information that is verified by the LACCD HRD and cleared for employment with the LACCD. If the applicant attended a university outside of the U.S., education level equivalency is verified by the District HRD prior to employment.

Analysis and Evaluation
The LACCD has established recruitment and hiring procedures based on a shared responsibility of faculty, classified staff, and administrators to participate effectively in all phases of the hiring process, including job descriptions that meet programmatic needs and the institutional mission. All hired personnel meet minimum qualifications, verify non-U.S. degree equivalency, are thoroughly screened, are interviewed in accordance with all EEO requirements, and the responsible hiring manager checks all references under the supervision of the College vice president.

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. [ER 14]

Evidence of Meeting the Standard

LACCD job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (**DIIIA2-01** CCCCOMinQuals). Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes (**DIIIA2-02** AcademicJobs).

The LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the EEO Plan District protocols (**DIIIA1-03** HRGuideR110; **DIIIA1-04** HRGuideR121; **DIIIA1-05** HRGuideR122; **DIIIA1-06** HRGuideR124; **DIIIA1-07** HRGuideR130; **DIIIA2-03** EEOPlan). All applications are forwarded to the screening committee. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

The Human Resources Department certifies all minimum qualifications have been met for academic positions prior to the final offer of employment and may recommend an equivalency review through the District's Academic Senate (**DIIIA2-04** EquivalencyCmt; **DIIIA2-05** HRR130N; **DIIIA2-06** BP7211).

All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (**IIIA1-03** Anatomy_Posting; **DIIIA2-07** FacJobDesc). Discipline experts at LAVC serve on hiring committees for both probationary and adjunct faculty. Criteria for assessing applicants, as related to contributing to LAVC's mission, are reinforced in the College's *Faculty Hiring Handbook* (**IIIA2-01** Fac_Hiring_Handbook). The Academic Senate is currently revising the Handbook to include the College's commitment to anti-racism (**IIIA2-02** Senate_Min_Item5a).

Analysis and Evaluation

The LACCD HR Department ensures that all applicants selected for hire meet the minimum qualifications for the position prior to the final offer of employment and that subject matter expertise is verified through a consistent review process. Job postings and descriptions include responsibility for curriculum and student learning outcomes assessment.

Candidates for faculty positions undergo a rigorous review to validate knowledge of subject matter, requisite skills, and professional experience. The hiring process ensures the most

qualified candidates are selected and that their expertise will support the College mission of promoting completion, retention, success, and persistence, in order to help students advance their education. The significant involvement of faculty on hiring committees ensures that candidates demonstrate expertise in their discipline and excellent teaching skills.

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
LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (**DIIIA2-01** CCCCOMinQuals). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators apply through the Personnel Commission (**DIIIA1-14** PCClassSpec). Candidates are required to provide credentials, transcripts, and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. The search committee conducts the initial evaluation of applicant minimum qualifications (**DIIIA3-01** EmployeeWebpage). HR validates minimum qualifications before a formal employment offer is made for academic employees.

Analysis and Evaluation
The District's established procedures ensure that the academic and classified administrators responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

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 LACCD ensures that degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to submit official transcripts from their educational institution(s) to the HR Department to validate minimum qualifications (**DIIIA4-01** BP7210; **DIIIA4-02** BrdRlsChXArtIII).

The requirement of vetting transcripts from outside the U.S. is clearly stated on job announcements:

> *Degrees and credits must be from accredited institutions. Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service.*

Analysis and Evaluation

The District has procedures in place to verify the qualifications of applicants and newly hired personnel. These efforts include a process to ensure degrees from non-U.S. institutions are validated for equivalency.

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

Probationary tenure-track faculty are evaluated in each of their first four years, and once every three years following the granting of tenure. Part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter. The Personnel Commission and Human Resources Department collaborate to administer the performance evaluation process and distribute the applicable performance evaluation forms for probationary and permanent classified employees in accordance with Personnel Commission rules.

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements (**DIIIA5-01**_AFT1521CBAArt19; **DIIIA5-02**_AFT1521CBAArt42; **DIIIA5-03**_AFT1521ACBAArt16; **DIIIA5-04**_B&CTradesCBAArt15; **DIIIA5-05**_SEIU99Art12; **DIIIA5-06**_SEIU721Art11; **DIIIA5-07**_TeamstersArt8; **DIIIA5-08**_FacEvalFormACD; **DIIIA5-09**_FormPE_CT_PM; **DIIIA5-10**_FormPE_CR_Trades; **DIIIA5-11**_FormPE_CS_721; **DIIIA5-12**_SEIU99AppxC; **DIIIA5-13**_TeamFormEval). Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 (**DIIIA5-14**_BP7150; **DIIIA5-15**_PCRule702; **DIIIA5-16**_HRGuideE210; **DIIIA5-17**_HRGuideE215). These evaluations allow supervisors to rate different components of job performance and comment on areas of needed improvement.

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system (**DIIIA5-18**_EASyRedacted). Due to the Covid-19 pandemic, the

District engaged in MOUs to delay evaluation periods for Spring 2020 through Spring 2021 (**DIIIA5-19** AFT1521MOU2021; **DIIIA5-20** AFT1521AMOU2020; **DIIIA5-21** TradesMOU2020; **DIIIA5-22** TeamstersMOU2020; **DIIIA5-23** SEIU99MOU2020; **DIIIA5-24** SEIU721MOU2020). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions. In May 2022, the District Office of Educational Programs and Institutional Effectiveness (EPIE) ran an evaluation completion report for the 2021 calendar year, which revealed that LAVC had completed 83% of evaluations, compared to the District's 44%.

Analysis and Evaluation

All evaluations assess performance effectiveness and provide feedback that leads to improvement in job performance. Evaluations are conducted at regular intervals for each employee group based on stipulations in collective bargaining agreements, administrative procedures, and Personnel Commission Rules. The policies and practices in place in the LACCD, along with the forms used for evaluations, result in effective measures of performance of the duties for all employees.

LAVC embraces the philosophy of effective evaluations as described in its collective bargaining agreements by emphasizing meaningful evaluations that can enhance performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement and professional growth. As a result of MOUs made with bargaining units, evaluations were delayed during Covid-19. LAVC will communicate with division leads to ensure the College reaches 100% completion of evaluations by the end of fall 2022.

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.

<<This Standard has been removed by the Commission>>

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

LAVC's annual plan and program review process provides a foundation for evaluating hiring needs in order to maintain a sufficient number of qualified faculty. In particular, the Staffing Module within program review provides the framework for programs to set goals, identify staffing areas in need of improvement, and plan for the future. Rationales for hiring requests

are documented in the module (**IIIA7-01**_Faculty_Staffing). After validation and lengthy discussion of each department's needs, the College conducts a faculty hiring prioritization process through the participatory governance structure, which also includes an approved rubric (**IIIA7-02**_Hiring_Prioritization). Based upon available resources, and the results of the prioritization processes, the College submits a Notice of Intent (NOI) and job descriptions for each faculty position it intends to fill (**DIIIA7-01**_NoticeofIntent).

The College's annual plan and program review process also assures that each program has enough qualified full- and part-time instructors who can fulfill faculty responsibilities to the entirety of the program's students. In the Staffing Module, academic programs and counseling services determine whether they have a sufficient number of qualified faculty by: assessing issues they encounter in staffing classes with hourly-rate instructors; examining instructional staffing changes in both the short term (1-2 years) and long term (3-6 years); and by determining whether their current staffing level is adequate to meet program and College goals (e.g. the Educational Master Plan, Equity Plan) (**IIIA7-01**_Faculty_Staffing).

Analysis and Evaluation
The Staffing Module in annual program review provides the opportunity for departments to examine relevant data to determine whether the number of faculty members are adequate. Hiring requests are documented within the module. An established process for prioritizing faculty hiring assures adequate staffing levels.

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
To ensure that LAVC's adjunct faculty are aware of College procedures and resources, an Adjunct Orientation is held on the Friday before the start of each semester (**IIIA8-01**_Adjunct_Orient). Several key College personnel participate to represent the different areas. Topics cover duties and responsibilities; course outlines; student learning outcomes; College resources such as Services for Students with Disabilities, Counseling, Media Services, and the College bookstore; classroom management; providing help for students; the professional development obligation; and ways to become involved in the life of the campus (**IIIA8-02**_New_Employ_Agenda). Although adjunct faculty are not required to take on additional responsibilities, there are many opportunities for connection and contribution. These include a myriad of professional development options, as well as service on campus committees (e.g., College committees and accreditation self-evaluation teams). In addition, the formerly separate adjunct orientation is now merged with all new hires into an inclusive "New Employee Orientation" (**IIIA8-03**_New_Employ_Flyer). In December 2020, the Academic Senate expanded their adjunct membership from one to three seats (**IIIA8-04**_Adjunct_Seats) and the AFT 1521 contract allows for an adjunct representative in each department (**IIIA8-05**_Article_17B3).

Departments hold elections in the spring for adjunct representatives, who are elected by their peers to attend department meetings and to report to their adjunct colleagues about department updates or information presented at the meetings (**IIIA8-06** Adjunct_Rep).

The LACCD offers multiple opportunities for adjunct faculty to integrate into the life of the institution. Specific examples include:

- FLEX workshops available through the Vision Resource Center (**DIIIA8-01** ELACVRCFlex).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory governance committees, town halls, academic senate, and on program review committees (**DIIIA8-02** AdjunctSpptSample). The LAVC committee interest survey is sent to both full- and part-time faculty (**IIIA8-07** Comm_Int_Survey).
- In addition to participation, adjunct faculty also facilitate and lead some of these professional development activities. 40% of the LAVC TeachFest sessions and 27% of the LAVC TechFest sessions were led by adjunct faculty (**IIIA8-08** LAVC_TechFest; **IIIA8-09** LAVC_TeachFest).
- Adjunct faculty are invited to serve on any of the participatory governance committees on campus as well as other special initiatives related to strategic directions. These activities help them to be appropriately oriented to the LACCD and its students, and to become engaged with student life and the academic processes of the LACCD.

At LAVC, adjunct faculty are included in the annual employee recognition event, at which full- and part-time faculty and staff receive pins for their years of service and are recognized for exceptional service. Even during the pandemic, virtual recognition events were held so that as many faculty, including adjunct faculty, could attend.

Analysis and Evaluation

Orientation, communications, and professional development activities are made available to all adjunct faculty to participate. LAVC offers a welcoming atmosphere to adjunct faculty and has created many opportunities for adjuncts to partake in the life of the campus. The College continues to find ways to further improve the experience of adjunct faculty and their involvement in campus life. Adjuncts can act as student club leaders, have the opportunity to win "Above and Beyond" awards, and can be leaders in various activities and initiatives across the campus.

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. [ER 8]

Evidence of Meeting the Standard

LAVC utilizes a participatory governance structure when determining classified staffing needs that incorporate College planning and program review. Each year, all departments that

participate in program review complete the Staffing Module (**IIIA9-01**_Staffing_Module). The Staffing Module calls on department members to assess their current staffing, including how it impacts unit goals and the College's plans and priorities. Through this process, departments may identify gaps in staffing and submit a staffing resource request. The staffing resource requests include employees that support the educational, technological, physical, and administrative operations of the College. The staffing module and any requests are validated by the department supervisor and division vice president (**IIIA9-01**_Staffing_Module). Each of the three vice presidents and the president of the College prioritizes the requested staff hires from their divisions in a Five-Year Staffing Plan. The Five-Year Staffing Plan and a ranked list, which prioritizes all divisional requests from program review, are discussed at the Budget Committee (**IIIA9-02**_Budget_Min_Item9). The Budget Committee forwards the ranked list to the Institutional Effectiveness Council (IEC) (**IIIA9-03**_IEC_Min_Item5a). After approval by the IEC, the list moves to the College president, who decides which positions will be granted (**IIIA9-04**_Budget_Motion). The appropriateness of the qualifications of staff are ensured by the hiring practices described in Standards IIIA1, IIIA2, IIIA3, and IIIA4. The Classified Staffing Request form is used to request a hiring list from the Personnel Commission.

As with faculty requests, the LAVC President then works in conjunction with the Vice President of Administrative Services to analyze the budget impact of the requests, including long-term financial impact of adding new classified staff, to ensure the College has sustainable financial resources. The President submits the requests for staffing through the Chancellor for review and approval.

Analysis and Evaluation

Through its annual program review process, the College has maintained a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College has planning practices that provide the opportunity to evaluate staffing levels on an annual basis for support personnel.

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. [ER 8]

Evidence of Meeting the Standard

The LACCD established minimum funding for a baseline number of administrators for each college in the Budget Allocation Model (**DIIIA10-01**_UnresGenFund). This baseline shows the minimum number of academic and administrative personnel for a small, medium, and large college. The administrators are organized at the college level and determined by review and planning processes at each college.

Analysis and Evaluation

The LACCD has policies in place to determine minimum administrator staffing levels. To support the College's mission and purposes, each of the College's administrative divisions annually assesses their staffing level through the annual plan/program review process. In his strong yet caring leadership, the LAVC president and has made appropriate decisions for sufficient administrative staffing through the program review process, as described in IIIA9.

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

The LACCD adheres to the written personnel policies and procedures stated in Chapter 7 of Board Policies and Administrative Procedures along with any negotiated items in the collective bargaining agreements for faculty and classified staff. Other important forms are posted and accessible as follows:

Item	Location
BP Chapter 7	On the LACCD BoardDocs Homepage, click on the Policies link (**DIIIA11-01**_Ch7BoardDocs)
HR Protocols	Human Resources Website (**DIIIA11-02**_HRGuides)
Collective Bargaining Agreements	Human Resources Website (**DIIIA11-03**_UnionContracts)
Employee Forms	Human Resources Website (**DIIIA11-04**_FacStaffForms)

Analysis and Evaluation

The LACCD publicizes its personnel policies on easily accessible public websites. Standardized policies, processes, and forms are used to ensure consistency and equity in administering personnel practices.

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

One of the LACCD's core values is "The Power of Diversity." The Los Angeles Community College District has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access & Opportunity, Excellence &

Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (**DIIIA12-01** BP1200). There are a broad range of trainings that support, encourage, and address issues related to diversity and equity as it relates to personnel and students. Faculty are able to use resources through the Vision Resource Center (**DIIIA12-02** VRC). The LACCD Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (**DIIIA2-03** EEOPlan). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (**DIIIA12-03** EEOAdvCommRep).

To support the District's commitment to diversity, the College administrator in charge of hiring may request additional advertising to broaden and strengthen the candidate pool (**DIIIA1-11** RecruitmentStrat). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and the ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must have participated in EEO Hiring Committee Training every three years. Each academic and/or classified hiring panel includes a non-voting EEO representative selected by the college president (**DIIIA12-04** TrainedEEOReps).

To institutionalize practices of equity and diversity, in the summer of 2020, the LACCD established a "Framework for Racial Equity and Social Justice" that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a district-wide race, equity and inclusion Human Resources Workgroup to address systemic barriers in the recruitment, hiring, and promotion of historically underrepresented and marginalized communities (**DIIIA12-05** FrmwkRacialEqty). This provides the mechanism for all in the LACCD to assess, through its annual review processes, the effectiveness of the support provided to its community of staff and students.

In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. These provide opportunities for faculty, staff, administrators, students, and the community to participate in discussions on policies and procedures related to

equity and diversity (**DIIIA12-06**_LGBTQBlackFlyer; **DIIIA12-07**_LGBTQBlackAgenda; **DIIIA12-08**_MACALADACAFlyer; **DIIIA12-09**_MACALADACAAgenda; **DIIIA12-10**_AdHocNonEngSpeak).

The District offers the Employee Assistance Program (EAP), which provides access to psychological counseling (up to six sessions per incident) as well as financial and legal consultations (**IIIA12-01**_EAP_Program). The District also sponsors a Total Wellness Program for all employees, which this year included classes from Kaiser Permanente on emotional well-being, healthy eating, exercise, and sleep (**IIIA12-02**_KP_Wellness). At LAVC, the Professional Development Center offers a Cultural Inclusiveness series with opportunities for Cultural Inclusiveness Training, Safe Zone Ally Training, Anti-Racism, Equity, and Quick Talks (**IIIA12-03**_PDC_Offerings).

Analysis and Evaluation
LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure, ensures fair treatment and promotes an understanding of equity and diversity. The core value of diversity is expressed in the District commitment to hiring a diverse faculty and staff, and assessing equity in hiring for all employee classifications. As charged, the EEO Advisory Committee reviews recruitment strategies and makes recommendations to the LACCD Board of Trustees accordingly.

Similarly, a large number of faculty and staff at LAVC have created an Anti-Racism Plan. The plan's objectives include educating the campus and community about systemic racism and Anti-Blackness; creating a welcoming and inclusive campus environment for students, faculty, and staff; and identifying and eliminating policies and practices that promote systemic racism (**IIIA12-04**_Antiracism_Plan).

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
One of the LACCD's Core Values is Public Accountability & Transparency; as such, the LACCD has a number of Board policies that addresses written codes of professional ethics for all of its personnel.

Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Policies (**DIIIA13-01**_BP2715), the Personnel Commission has Laws & Rules covering all Classified employees (**DIIIA13-02**_PCRule735). Education Code §87732 covers academic employees (**DIIIA13-03**_EdCode87732), which could lead to employee discipline.

Analysis and Evaluation

The LACCD has an approved ethics policy for all of its personnel. Under its policy, each college adopts a Code of Ethics. Allegations for violations of any of these policies are thoroughly investigated and can result in employee disciplinary progressive intervention.

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

The LACCD's Core Values of Access & Opportunity and Excellence & Innovation recognize that the District's greatest resource is its employees. To support employees, District and college divisions offer a multitude of trainings for faculty, classified staff, and administrators throughout the year (**DIIIA12-02** VRC). The District has offered the following professional learning opportunities to support campus leaders:

- Hosting conferences and summits on the LACCD campus with specific themes tied to the priorities of the colleges and District Office (**DIIIA14-01** WomenEmpowerment).
- Professional Development and Tuition Reimbursement funds are available under each of the union contracts (**DIIIA14-02** PDUnionCBAArt).
- LACCD Deans Academy and Essentials of Supervision designed to help classified and management employees prepare for leadership roles at every level of the organization (**DIIIA14-03** DeansAcadSample), (**DIIIA14-04** DeansAcadAgenda), (**DIIIA14-05** PresentDeans), (**DIIIA14-06** EssentialsinSupv), (**DIIIA14-07** EsseninSupSch).
- The Chancellor's President's Academy (**DIIIA14-08** PresAcademy), (**DIIIA14-09** PresAcadBrochure).

LAVC has focused on coordinating and expanding its own professional development (PD) over the last five years. In the 2016 ISER, one of the Quality Focus Essay action projects was to fully integrate PD efforts across the campus. To support this effort, the College applied for and was awarded a $200,000 IEPI grant in 2018. The area of focus for this grant was to create and implement a PD plan that meets the needs of all employee groups on campus (**IIIA14-01** PD_Plan). Professional development is coordinated by the Professional Development Center (PDC). To further support the effort of expanding PD, the College added a full-time classified Professional Development Coordinator position in 2018.

The PDC utilizes multiple strategies to plan for professional development. Program review provides rich information to inform PD plans. Each department that completes a program review completes the Professional Development Module (**IIIA14-02** PD_Mod_Anthro). This module prompts the department members to list their anticipated PD needs in the coming one to two years. They can also submit resource requests to fund PD needs. For each request,

department members explain how it will support department and institutional goals, like the College mission. All of the Professional Development Modules are reviewed by the PDC staff and are used to inform PD offerings in the coming years.

In addition to program review, a PD needs assessment survey is administered each spring and the results are used for planning (IIIA14-03 PD_Survey). In spring 2021, 182 faculty, staff, and administrators completed the survey to indicate what PD they needed and how they preferred it to be delivered. Finally, the PDC staff works with various groups on campus to learn about their PD needs and plan appropriate offerings, including the Academic Senate Teaching and Learning Workgroup, the Classified Staff PD Committee, Distance Education staff, the Guided Pathways Steering Committee, and the Anti-Racism Taskforce, among others.

Utilizing the aforementioned sources of information on PD needs, the PDC plans and provides faculty and staff with appropriate opportunities for continued professional development (IIIA12-03 PDC_Offerings). Some examples include:

- B.U.I.L.D. Series: The BUILD series consists of campus events centered on a specific book or media source and the ideas it presents. Participants read the featured book, watch related videos, or attend guest lectures. They meet in groups to discuss how the ideas can inform College and personal practices. The 2020-21 BUILD book was *How to be an Antiracist* by Ibram X. Kendi.
- Employee orientations are offered for new full-time and adjunct faculty. In 2019, the PDC began including classified staff in these employee orientations. Prior to that, there were no formal orientations for classified staff.
- Opening Day provides all employees the opportunity to come together around a common theme; in fall 2021, the theme revolved around anti-racism.
- Cultural Inclusiveness: The PDC offers Cultural Inclusiveness Training, Safe Zone Ally Trainings, and Anti-Racism and Equity Quick Talks.
- Teaching and Learning Innovations Academy Express: The TIA Express is a self-paced facilitated class that runs yearly through June. Each module focuses on innovative teaching and learning topics.
- Teach Fest: Teach Fest is a two-day event that takes place each February on the Thursday and Friday prior to the start of spring semester. This event offers multiple hands-on sessions on innovative pedagogical practices.
- Tech Fest: Tech Fest is a yearly event that takes place the Monday and Tuesday prior to the start of fall semester. This two-day event offers sessions on a wide array of topics such as Excel, Photoshop, Adobe, Office 365 Teams, Camtasia, Canvas, and Accessibility.
- Syllabi Workshops: Training on how to create a syllabus that is reflective of the instructor and their style of teaching but is also accessible to students.
- Summer Stretch for Classified Staff: A day for all classified employees to connect and focus on the critical role they play in the success of community college students, particularly those who have been historically underrepresented and underserved in education.

- Department Chair Workshop Series: This series of seven workshops supports the specific needs of those serving as department chairs and those assisting that position. Workshops include scheduling, hiring, evaluations, program review, administrative services, and seniority and priority lists.

Professional development activities are evaluated through surveys. Registration for PD events occurs online through the Vision Resource Center (VRC). The VRC has the capability to embed an evaluation survey that participants have to complete to get credit for participating in a professional development activity (**IIIA14-04**_VRC_Eval_Survey). The survey results are evaluated and used to improve future offerings.

Analysis and Evaluation
There are appropriate opportunities for staff, faculty, and administrators to professionally develop at all levels. The College has made significant progress in coordinating and expanding PD opportunities. In the spring 2021 PD needs assessment survey, 83% of respondents rated the PDC as excellent or good. PD sessions offered through the VRC increased from 96 to 133 (a 39% increase) from 2019-20 to 2020-21. As a result of the Covid-19 pandemic, all PD events were transitioned to online formats. Interestingly, participation in some events dramatically increased in the online format. For example, participation in Tech Fest increased by 282 attendees from the prior year. For all PD sessions on the VRC, participation increased by 78% from 1,071 in 2019-20 to 1,907 in 2020-21. The PDC staff plan to continue substantial offerings online after the pandemic ends and to conduct future evaluations to determine what works best in person and what works best online.

Although LAVC has a strong record of PD, an area of improvement may be identified with classified staff participation and engagement. In April 2022, the PDC introduced a professional development day specifically for classified staff and the turnout was remarkably successful, with over 100 participants (**IIIA14-05**_EVSE_Attend). Considerations included the timing of the event based on personnel schedules as well as special topics most relevant to classified staff (**IIIA14-06**_EVSE_Agenda). As a result, administrative leaders will be sharing opportunities for professional development and participatory governance service at least once a year at staff meetings. In doing so, classified employees will be encouraged to recognize the importance of their own voice in developing campus processes and effectively integrating and aligning their work with the College mission.

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
The LACCD HR Department maintains the official personnel file of record. It stores files in a secure room with key access to which only designated HR employees have access.

The collective bargaining unit agreements for faculty and classified staff enable employees to review and access their personnel records and files with an HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR (**DIIIA15-01** PersFileCBAArt).

Analysis and Evaluation

The LACCD ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate.

III.A CONCLUSION

The LACCD has consistent policies and procedures for all colleges to follow and maintains a pool of diverse faculty, staff, and administrators. In accordance with District policies and procedures, LAVC hires appropriately qualified employees to support programs, services, operations, and the College mission. Required qualifications are verified, including the assessment of non-U.S. transcripts.

The District and College have planning processes in place to determine staffing levels and resources that will be provided for college staffing. Faculty, staff, and administrators are systematically evaluated according to the respective collective bargaining agreements, with a structure in place to track the completion of evaluations. Employee agreements with bargaining units delayed completion of annual evaluations during the pandemic.

Adjuncts, full-time faculty, staff, and administrators have a myriad of opportunities for professional development throughout each academic year at LAVC, including training on diversity, equity, and anti-racism. The District also provides a broad range of trainings that support, encourage, and address issues related to diversity on campuses and among a diverse population of personnel and students. Focused efforts by the LACCD to create institutions that include equitable practices have become a fabric of the colleges.

Personnel policies and procedures are posted on the District's Human Resources website and in Board Docs. The Board of Trustees has policies for expected professional conduct. The District maintains secure storage for personnel files that are made available to employees on request.

III.A IMPROVEMENT PLANS

83% of LAVC's evaluations are complete, compared to the District's 44%. During the pandemic response, there were significant shifts in evaluation deadlines to accommodate the emergency conditions. This led to an accumulation of evaluations due in the same period. To assure the most effective evaluations for increasing student outcomes, the College will ensure 100% completion of evaluations by December 2022. (IIIA5)

In April 2022, the College conducted a professional development (PD) event specifically for classified staff with overwhelming success. As a result, LAVC will work to ensure access to PD for classified staff and promote participation on campus committees. Administrative leaders will be sharing opportunities for professional development and participatory governance service at least once a year at staff meetings. (IIIA14)

Evidence List for III.A

DIIIA1-01_HROrgChartOps
DIIIA1-02_HRGR110toR400
DIIIA1-03_HRGuideR110
DIIIA1-04_HRGuideR121
DIIIA1-05_HRGuideR122
DIIIA1-06_HRGuideR124
DIIIA1-07_HRGuideR130
DIIIA1-08_BP7120
DIIIA1-09_BP7270
DIIIA1-10_CCCRegistry
DIIIA1-11_RecruitmentStrat
DIIIA1-12_HRGuideR130
DIIIA1-13_PCLawsRules
DIIIA1-14_PCClassSpec
DIIIA1-15_PCWebsite
DIIIA1-16_PCRule615
DIIIA1-17_C1121ClassStaff
IIIA1-01_Min_Qual
IIIA1-02_VP_Posting
IIIA1-03_Anatomy_Posting

DIIIA2-01_CCCCOMinQuals
DIIIA2-02_AcademicJobs
DIIIA2-03_EEOPlan
DIIIA2-04_EquivalencyCmt
DIIIA2-05_HRR130N
DIIIA2-06_BP7211
DIIIA2-07_FacJobDesc
IIIA2-01_Fac_Hiring_Handbook
IIIA2-02_Senate_Min_Item5a

DIIIA3-01_EmployeeWebpage

DIIIA4-01_BP7210
DIIIA4-02_BrdRlsChXArtIII

DIIIA5-01_AFT1521CBAArt19
DIIIA5-02_AFT1521CBAArt42
DIIIA5-03_AFT1521ACBAArt16
DIIIA5-04_B&CTradesCBAArt15
DIIIA5-05_SEIU99Art12
DIIIA5-06_SEIU721Art11
DIIIA5-07_TeamstersArt8
DIIIA5-08_FacEvalFormACD
DIIIA5-09_FormPE_CT_PM
DIIIA5-10_FormPE_CR_Trades
DIIIA5-11_FormPE_CS_721
DIIIA5-12_SEIU99AppxC
DIIIA5-13_TeamFormEval
DIIIA5-14_BP7150
DIIIA5-15_PCRule702
DIIIA5-16_HRGuideE210
DIIIA5-17_HRGuideE215
DIIIA5-18_EASyRedacted
DIIIA5-19_AFT1521MOU2021
DIIIA5-20_AFT1521AMOU2020
DIIIA5-21_TradesMOU2020
DIIIA5-22_TeamstersMOU2020
DIIIA5-23_SEIU99MOU2020
DIIIA5-24_SEIU721MOU2020

DIIIA7-01_NoticeofIntent
IIIA7-01_Faculty_Staffing
IIIA7-02_Hiring_Prioritization

DIIIA8-01_ELACVRCFlex
DIIIA8-02_AdjunctSpptSample
IIIA8-01_Adjunct_Orient
IIIA8-02_New_Employ_Agenda
IIIA8-03_New_Employ_Flyer
IIIA8-04_Adjunct_Seats
IIIA8-05_Article_17B3
IIIA8-06_Adjunct_Rep
IIIA8-07_Comm_Int_Survey
IIIA8-08_LAVC_TechFest
IIIA8-09_LAVC_TeachFest

IIIA9-01_ Staffing_Module
IIIA9-02_ Budget_Min_Item9
IIIA9-03_ IEC_Min_Item5a
IIIA9-04_ Budget_Motion

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DIIIA12-07_ LGBTQBlackAgenda
DIIIA12-08_ MACALADACAFlyer
DIIIA12-09_ MACALADACAAgenda
DIIIA12-10_ AdHocNonEngSpeak
IIIA12-01_ EAP_Program
IIIA12-02_ KP_Wellness
IIIA12-03_ PDC_Offerings
IIIA12-04_ Antiracism_Plan

DIIIA13-01_ BP2715
DIIIA13-02_ PCRule735
DIIIA13-03_ EdCode87732

DIIIA14-01_ WomenEmpowerment
DIIIA14-02_ PDUnionCBAArt
DIIIA14-03_ DeansAcadSample
DIIIA14-04_ DeansAcadAgenda
DIIIA14-05_ PresentDeans
DIIIA14-06_ EssentialsinSupv
DIIIA14-07_ EsseninSupSch
DIIIA14-08_ PresAcademy
DIIIA14-09_ PresAcadBrochure
IIIA14-01_ PD_Plan
IIIA14-02_ PD_Mod_Anthro
IIIA14-03_ PD_Survey
IIIA14-04_ VRC_Eval_Survey
IIIA14-05_ EVSE_Attend
IIIA14-06_ EVSE_Agenda

DIIIA15-01_ PersFileCBAArt

STANDARD III.B PHYSICAL RESOURCES

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

The creation of safe and accessible facilities is the mutual responsibility of the College and the District Facilities Planning and Development Department (FP&D). To achieve these goals, the FP&D supports colleges with facilities planning, capital improvements, higher-cost deferred maintenance, and establishing district-wide standards. The FP&D ensures safe and accessible facilities by assisting colleges with designing and constructing California Field Act compliant buildings, facilities, and systems as specified by the Division of State Architect (DSA); ultimately assuring code compliance with the California Building Code (CBC) and the Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and produces facilities condition index (FCI) reports to ensure campus buildings, systems, and workspaces are in safe working order (**DIIIB1-01** FCIReport021122). The college's Facilities Maintenance and Operations (FM&O) department implements scheduled maintenance using a building system and equipment database which is updated annually by FM&O staff (**DIIIB1-02** FUSIONProjList5Yr). LAVC also has an ADA Title II Transition Plan that identifies the list of barriers and describes how barriers will be corrected (**IIIB1-01** ADA_Projects).

LAVC assures safe and sufficient physical resources through 24-hour public safety service, updating security and safety features of buildings, and gathering input from employees on maintenance needs. The College has several processes by which all personnel and students can report safety or maintenance concerns as well as plan for facility upgrades that include two committees, annual program review (**IIIB1-02** Facilities_Module), and a newly implemented Computerized Maintenance Management System (CMMS) (**IIIB1-03** BIMGenie_Email; **IIIB1-04** BIMGenie_Dashboard). Any facility emergencies or immediate safety hazards may be reported directly to the Maintenance & Operations (M&O) Office 24 hours a day, seven days a week. For routine maintenance and custodial services, work requests may be submitted using the CMMS. The following sections will address the four elements of access, safety, security, and healthful environment, as required by this standard.

Safety and Access

LAVC ensures safety 24 hours a day, seven days a week at all sites offering courses, services, and programs. LAVC's comprehensive Emergency Response Plan (ERP) describes how the College manages and coordinates resources and personnel in responding to emergency situations. A webpage dedicated to the ERP was created (**IIIB1-05** ERP_Website; **IIIB1-06** ERP_Summary). Examples of proactive training and support include:

- Providing security escorts for students, faculty, and staff to/from their vehicles (**IIIB1-07**_Safety_Escort).
- Routinely conducting emergency preparedness drills (**IIIB1-08**_Emerg_Drill).
- Routinely providing Active Shooter trainings (**IIIB1-09**_Active_Shooter).
- Distributing timely Clery Act information (**IIIB1-10**_Clery_Website; **IIIB1-11**_Security_Report).
- Implementing the Blackboard Connect Emergency Alert System to increase safety on campus, which sends notifications via email or text to the campus community in case of an emergency (**IIIB1-12**_Blackboard_Signup; **IIIB1-13**_Blackboard_Msg).

Security

Security and law enforcement are provided 24 hours a day, seven days a week, by the LAVC Sheriff's Office under the Los Angeles County Sheriff's Department. On January 11, 2021, LAVC conducted a security and safety liabilities walk to identify areas of the campus that could benefit from the addition of lighting, physical barriers, and security cameras. These findings were forwarded to the Build LACCD team for inclusion in the College's current and future construction projects (**IIIB1-14**_Security_Walk). Furthermore, a Technical Response Planning Corporation, Hillard Heintze, was contracted by the Los Angeles Community College District (LACCD) to conduct an overall campus safety and security assessment. As part of this work, a virtual LAVC Town Hall was held on May 24, 2021 to provide opportunities for open dialogue and feedback (**IIIB1-15**_Sec_Town_Hall).

Healthful Learning and Working Environment

The LAVC Work Environment Committee (WEC), a constituent-based group, reviews concerns and makes policy recommendations to the College President for approval. Any concerns or recommendations that involve M&O are brought to their staff for review and corrective action, such as the installation of signs for designated smoking areas, parking issues, air quality, room temperatures, and ADA compliance, as required in the Faculty or Classified Staff Collective Bargaining Agreement (**IIIB1-16**_CBA_Work_Env).

Analysis and Evaluation

The LACCD FP&D ensures physical resources support student learning programs and student services while improving institutional effectiveness. Physical resources and asset planning efforts are aligned with verifiable evidence to provide safe and sufficient learning environments at all locations offering courses, programs, and learning support services.

The formal structures and processes at LAVC ensure that the College remains steadfast in meeting safety and maintenance needs in all parts of the campus. Through the annual program review process, the Work Environment Committee (WEC), and the Facilities Planning Committee (FPC), facility needs are identified and future facilities plans are identified and prioritized. The safety of the campus continues to be a priority, as many projects have improved accessibility and security for LAVC facilities.

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

To support the College mission of ensuring the effective use and continuing quality of its physical resources, the FP&D and College facilities office work collaboratively to regularly evaluate facilities, equipment, instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations. LAVC assures the continuing quality and effective utilization of its physical resources through the LAVC Facilities Master Plan (FMP), which was first published in 2002 (**IIIB2-01** FMP2002). The FMP was designed to ensure that facilities support the College's mission, core values, and Educational Master Plan (EMP). The College regularly reviews and periodically updates the FMP (**IIIB2-02** FMP_Update2020). Consistent with participatory governance protocols, various college committees and individual constituents reviewed and provided input on the FMP prior to submission to the Board of Trustees.

As a result of recent Bond measures, the following new structures have been built in accordance with the LAVC FMP:

- Library and Academic Resource Center (92,222 sq. ft.)
- Administration and Career Advancement building (77,425 sq. ft.)
- Allied Health building (88,193 sq. ft.)
- Student Services Center (31,854 sq. ft.)
- Student Services Annex (12,324 sq. ft.)
- Monarch Athletic Center (21,275 sq. ft.)
- Community Services Center (21,275 sq. ft.)
- Baseball Stadium (dugouts 1,680 sq. ft. and press box 126 sq. ft.)
- Softball Stadium (dugouts 1,290 sq. ft. and press box 100 sq. ft.)
- Baseball and Softball Restrooms (1,461 sq. ft.)

Presently, the College is in progress on the Valley Academic and Cultural Center with a projected square footage of 115,043. LAVC has also demolished 26 modular buildings (Bungalows 1-85) that were beyond their useful life, some of which were 73 years old (circa 1949).

In addition, the *LAVC Facilities Handbook* is currently being updated by the FPC to document the College's comprehensive and integrated approach to facility requirements, from routine maintenance to major repair to new construction projects. This handbook also emphasizes the critical role of the M&O department, which is led by a Director of College Facilities, Operations Manager, and General Foreman, who plan and manage all functions related to building

maintenance and repair, custodial responsibilities, and grounds operation (**IIIB2-03** M&O_Org). The Facilities Director also conducts periodic inspections of buildings and facilities to assure compliance with applicable fire, safety, and security policies, as well as sanitary codes and regulations (**IIIB2-04** FA_Test).

Through the College's annual program review process, individual program facility needs are identified in the Facilities Module. After the modules are validated by the area dean and vice president, the FPC reviews requests from all areas in conjunction with the WEC and creates a list of priorities. This list is brought to the Institutional Effectiveness Council (IEC) for advisement and discussion before forwarding recommendations to the College President for approval (**IIIB2-05** PR_Fac_List). Any needs for major maintenance and repairs are funded through the state's Scheduled Maintenance Program, the District's Deferred Maintenance program, and various Bond monies (**IIIB2-06** Maintenance).

Analysis and Evaluation

Continuing quality and effective utilization of physical resources is instituted through the LAVC Facilities Master Plan (FMP) and *LAVC Facilities Handbook*. The latter establishes a structure that ensures that the needs of programs and services are considered for maintenance and future facility improvements. This structure includes the Facilities Director, the Vice President of Administrative Services, two committees, an advisory body, and program review. All of these entities work together in the decision-making and communication process so that facilities issues, concerns, and planning can be addressed with inclusivity.

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

The District relies on a collaborative approach to assess the utilization of college facilities. The FP&D supports college projects that are considered high cost (exceed $150,000), while colleges manage lower cost (below $150,000) investments and prioritization of needs. College processes support the planning and design processes for short- and long-term strategic plans related to capital construction projects (**DIIIB3-01** FPDProjSMPDM). This supports college efforts to plan and evaluate improvements, repairs, and replacements more effectively to maximize the deferred maintenance funding and operational services.

In 2020, LAVC's FPC, which oversees the development and implementation of the FMP (including maintenance, repair, and new construction), created a process and rubric for evaluating facilities requests from annual program reviews in order to make informed recommendations to the IEC. With input from the College Facilities Director (**IIIB3-01** FPC_Item3a_Oct20), the committee agreed that ten criteria should be considered: Safety, Code Violation (requires documentation), Accessibility, Recurring Issues, Greater Future Damage/Cost, Articulation, EMP, Disruption of Program, Previously Requested, and Other

Rationale. As part of this new facilities review process, the FPC examines each request and ranks them (**IIIB3-02**_FPC_Ranking), excluding items that are Work and Service Order (WSO) related or work environment related (**IIIB3-03**_FPC_Item3a_Nov20).

The WEC reviews health and safety issues related to the work environment and creates their own ranked list of items (**IIIB3-04**_WEC_Motion); the ranked lists are then forwarded to the Budget Committee and the IEC. The Budget Committee (which reports to the IEC) conducts an initial ranking of those items sent by the WEC and the FPC as they relate to the budget (**IIIB3-05**_Budget_Min_Item9). The IEC approves the reports from the WEC, the FPC, and the Budget Committee; approved recommendations are sent to the LAVC President (**IIIB3-06**_IEC_Min_Item5d). Lastly, a meeting is set with the President and Vice President of Administrative Services to examine the top recommended priorities and to discuss funding.

Analysis and Evaluation

The compilation of requests and needs identified by the college facilities teams and college committees are used to identify physical plant challenges that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the state's Scheduled Maintenance program, the local Deferred Maintenance program, available college resources, or, if the project qualifies, the project may be funded through the bond program (BuildLACCD).

Through program review, LAVC considers campus facility needs, using an annual ranking process conducted by the FPC. As requests are examined, relevant issues are sent to the WEC. The ranked lists are then forwarded to the IEC and ultimately to the President for approval. For this year's program review, the FPC recommends that each department conducts a walk-through of their building with the College Facilities Director, to obtain advice on what types of things need to be repaired, replaced, etc., as occupants of the buildings don't always have the expertise on specific facility needs.

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.

Evidence of Meeting the Standard

Periodically, the District's Board of Trustees Facilities Master Planning and Oversight Committee (FMPOC) reviews and adopts revisions and updates to the colleges' Facilities Master Plans (**DIIIB4-01**_LAVC_FMP_Agenda; **DIIIB4-02**_LAVC_FMP_Present; **DIIIB4-03**_LAVC_FMP_2020; **DIIIB4-04**_LAVC_FMP_Addendum). These plans evaluate and recommend long-range development campaigns that are often bond-funded. Facilities Master Plans are updated or revised on an as-needed basis to support the Educational Master Plan and specific near- and long-term facilities and infrastructure needs. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis (**DIIIB4-05**_PPISAllocMemo2021; **DIIIB4-06**_LACCD5YrConstPln; **DIIIB4-07**_PPISFundingMemo21; **DIIIB4-08**_PPISAllocations21).

Total Cost of Ownership (TCO) for new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- LACCD Deferred Maintenance Fund (**DIIIB4-09** LACCDDefMaintFund)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects (**DIIIB4-10** LACCThArtsReplcmnt; **IIIB4-01** SMP_Projects_LAVC)

At LAVC, the Vice Presidents of Administrative Services, along with the College Facilities Director, developed a total cost of ownership (TCO) plan for facilities in 2019, including associated staffing costs (**IIIB4-02** TCO_Excel; **IIIB4-03** Cost_of_Operations). The TCO Plan was designed to establish long-range capital plans in order to support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Analysis and Evaluation

The District's capital improvement program recommends and develops projects informed by the Facilities Master Plan (FMP), which is based on the College Educational Master Plan. Total cost of ownership is part of the planning process and includes administrative, instructional, personnel, and maintenance costs of the completed project. Program review provides departments the opportunity to assess planning and instructional goals, including facilities.

The TCO model for facilities is connected to the LAVC program review process through the Facilities Module. In 2020, LAVC formed a workgroup under the Budget Committee to further develop a more specific plan for how priorities are set. The workgroup would also publicize the newly developed TCO structure through participatory governance and incorporate new findings into the existing prioritization process. Although consideration of facility needs is examined during the College's program review process before adopting new instructional and non-instructional programs, the more formalized TCO structure would further bolster planning and identify more clearly expected ongoing costs.

III.B CONCLUSION

The LACCD ensures that all colleges have accessible, safe, secure, and healthy facilities. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions. Utilizing an annual FCI report, regularly scheduled inspections, and guidelines established by the Division of State Architect, LAVC ensures that campus buildings, systems, and work spaces are in safe working order.

The Los Angeles County Sheriff's Department provides critical support for the safety of students and employees on the LAVC campus. In 2021, findings from a campus security and safety liabilities walk at LAVC were forwarded to the Build LACCD team for inclusion in the College's

current and future construction projects. LAVC's ADA Title II Transition Plan identifies a list of barriers and describes how barriers will be removed through upcoming projects. The College addresses concerns about the working and learning environment through the WEC or the M&O department.

The Educational Master Plan and annual program review, along with a yearly conditions assessment of facilities and equipment, inform short-term scheduled maintenance and long-term capital building plans. The LAVC Facilities Master Plan drives the development of campus projects and future facility demands. Through the District's Deferred Maintenance fund, the state's Scheduled Maintenance monies, and support from Proposition 39, the College tackles low-cost and infrastructure needs, while new construction is financed mostly through approved bond measures. The *LAVC Facilities Handbook* documents a structure that addresses the maintenance and future facility needs of College programs and services.

The District addresses the TCO of new facilities and equipment by assessing new ongoing costs and building lifecycle investment cost. At LAVC, a TCO Plan was designed to establish long-range capital plans to support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence List for III.B

DIIIB1-01_FCIReport021122
DIIIB1-02_FUSIONProjList5Yr
IIIB1-01_ADA_Projects
IIIB1-02_Facilities_Module
IIIB1-03_BIMGenie_Email
IIIB1-04_BIMGenie_Dashboard
IIIB1-05_ERP_Website
IIIB1-06_ERP_Summary
IIIB1-07_Safety_Escort
IIIB1-08_Emerg_Drill
IIIB1-09_Active_Shooter
IIIB1-10_Clery_Website
IIIB1-11_Security_Report
IIIB1-12_Blackboard_Signup
IIIB1-13_Blackboard_Msg
IIIB1-14_Security_Walk
IIIB1-15_Sec_Town_Hall
IIIB1-16_CBA_Work_Env

IIIB2-01_FMP2002
IIIB2-02_FMP_Update2020
IIIB2-03_M&O_Org
IIIB2-04_FA_Test
IIIB2-05_PR_Fac_List
IIIB2-06_Maintenance

DIIIB3-01_FPDProjSMPDM
IIIB3-01_FPC_Item3a_Oct20
IIIB3-02_FPC_Ranking
IIIB3-03_FPC_Item3a_Nov20
IIIB3-04_WEC_Motion
IIIB3-05_Budget_Min_Item9
IIIB3-06_IEC_Min_Item5d

DIIIB4-01_LAVC_FMP_Agenda
DIIIB4-02_LAVC_FMP_Present
DIIIB4-03_LAVC_FMP_2020
DIIIB4-04_LAVC_FMP_Addendum
DIIIB4-05_PPISAllocMemo2021
DIIIB4-06_LACCD5YrConstPln
DIIIB4-07_PPISFundingMemo21
DIIIB4-08_PPISAllocations21
DIIIB4-09_LACCDDefMaintFund
DIIIB4-10_LACCThArtsReplcmnt
IIIB4-01_SMP_Projects_LAVC
IIIB4-02_TCO_Excel
IIIB4-03_Cost_of_Operations

STANDARD III.C TECHNOLOGY RESOURCES

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

The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee, the Technology Policy and Planning Committee (TPPC). The TPPC is co-chaired by the LACCD Vice-Chancellor/Chief Information Officer and a District Academic Senate designee, and is comprised of representatives from these constituencies: faculty, distance education, administration, District Academic Senate, Faculty Guild, and Staff Guild (**DIIIC1-01**_TPPCCharter; **DIIIC1-02**_TPPCBylaws). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies (**DIIIC1-03**_TPPCSched20-22; **DIIIC1-04**_TPPCAgndaMins).

Extra focus has been given to the intersection and communication to the local college Technology Committees by including college Technology Committee representatives in the TPPC in addition to the constituency-based participation (**DIIIC1-05**_TPPCMembership). These representative members serve as an added bidirectional conduit of communication who bring the added college-level direct feedback in discussions and bidirectional feedback between college-level participatory governance and district-level participatory governance.

A third party, Huron Consulting, performed an assessment of the Information Technology (IT) environment in 2018. This review of the state of technology, as well as an in-depth analysis of organizational structure, staff, and overall process evaluation, identified a series of opportunities to improve existing processes and operational practices to align with best practices and industry standards, reduce operational risks, and enable better service delivery across the District (**DIIIC1-06**_HuronITAssess).

As a result, the LACCD IT has undergone a significant reorganization to improve operations, foster collaboration, and most effectively structure and utilize distributed and centralized resources across the District. The Office of Information Technology is focused on the Shared-Services model for all district-wide technology needs (**DIIIC1-07**_OITSharedSvcs) and each of the nine Colleges has dedicated technology support staff to address college-specific needs.

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support the educational community and foster the success of students (**DIIIC1-08**_OITMissionStmnt). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information

Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery (**DIIIC1-09** OITSvcMdl; **DIIIC1-10** OITOrgChart).

Each of the colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for college departments, as well as managing audio visual and desktop technology needs for the campus. The OIT provides support for over 70 applications utilized district wide (**DIIIC1-11** DWAppList).

The LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design, using a single content management platform (**DIIIC1-12** DWWebPlatform).

OIT manages and maintains the LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine college campuses, satellite campuses, and the Educational Services Center (ESC). The LACCD LAN services the needs of over 8,000 LACCD employees across nine campuses and their satellite campuses, and the ESC. The WAN supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides the District with Firewall, Security, and Network Access Services. The OIT manages and provides network support for 25 wireless controllers, and over 2,300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses (**DIIIC1-13** NetworkInfraSum).

LAVC's technology needs have been identified through work on the 2020-2025 Technology Master Plan (**IIIC1-01** Tech_Master_Plan). The College's Technology Planning Committee (TPC) periodically updates the Technology Master Plan by assessing survey results regarding technology performance needs on campus. LAVC works closely with the Regional Manager of College Technology Services and the District OIT to ensure that technology needs on campus are met.

Recently, LAVC made efforts to upgrade its technology across the campus, which included work on smart classrooms, wireless networks, wired switches, telephone systems, and physical security networks in all campus buildings. By the end of 2018, the College completed improvement to the wireless system to address the influx of mobile devices, such as smart phones, laptops, tablets, and other wireless electronics on campus (**IIIC1-02** WiFi_Upgrade). With the impact of Covid-19, the College began providing free daily wireless services in Parking Lot F to enrolled students who needed access to complete their coursework from their personal vehicles (**IIIC1-03** Free_WiFi).

In terms of professional support, the College's Media Services checks out multi-media equipment for classroom instruction, including projectors, laptops, TVs, VCRs, and DVD players. It supports instructional programs with services such as digital scanning and editing, multimedia training, photography, graphics, and public relations. Staff are available to troubleshoot in the

classroom, replace bulbs and batteries, and instruct faculty on using their smart classrooms and equipment (**IIIC1-04**_Media_Services).

LAVC also provides technology and Distance Education (DE) support for students and faculty. Students have access to a dedicated 24/7 chat assistance option for questions regarding Canvas as well as access to the LAVC Help Desk between the hours of 8:00am to 7:00pm, Monday to Friday. The DE office supports faculty through training on both basic tools and advanced features in Canvas (**IIIC1-05**_DE_Faculty).

The Professional Development Center (PDC) offers numerous workshops throughout the year, such as software and Microsoft Office Specialist (MOS) training, and TechFest, an event centered on the use of technology (**IIIC1-06**_Tech_Workshops). Through the Academic Resource Center, LAVC offers its online tutoring via NetTutor, which connects students with a real, live tutor at their moment of need. Students can also access NetTutor asynchronously by submitting questions and returning later for tutor feedback (**IIIC1-07**_Specialized_Tutor).

Analysis and Evaluation

The District provides comprehensive technology services and resources to adequately support the institution's operations in academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings.

The District and College regularly review the effectiveness of technology resources and make planning revisions as necessary to address needs. At LAVC, the annual prioritization takes place through the Technology Module in program review, which is validated by area deans and vice presidents or the president. Modules are then reviewed by the TPC and any recommendations move forward to the Institutional Effectiveness Council (IEC).

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

To ensure that college needs are met in providing adequate technology support for operations, programs, and services, the LACCD developed a multi-year district-wide Innovation and Technology Plan, which was vetted by the Technology Policy and Planning Committee and approved by Chancellor Rodriguez in 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan goals and outlines eight IT strategic priorities that support the District and college missions, operations, programs, and services (**DIIIC2-01**_LACCDTechPlan2126).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college

technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors (**DIIIC2-02** ITProjReqest; **DIIIC2-03** OITProjReqForm).

The operationalization of the technology plan is done through district-wide IT initiatives/projects and college-specific efforts/projects. The district-wide IT initiatives are organized in a technology roadmap (**DIIIC2-04** LACCDITRoadmap). All IT project status updates are being maintained on the OIT Projects Dashboard (**DIIIC2-05** OITProjDashboard).

The LACCD technology roadmap was revised due to the Covid-19 pandemic to include tools and technologies needed to operate remotely, such as video conferencing and cloud-based subscription services for teaching and learning. Subsequently, the technology roadmap has been further revised to incorporate telecommuting options and hybrid teaching.

At LAVC, classroom and office computers are planned to be replaced every five years, based on the District's refresh plan as described in Standard IIIC3. Departments have an option to submit technology resource requests in program review each year (**IIIC2-01** Tech_Module). These requests are prioritized by the department and validated by the area dean and vice president or president. Currently, several grants provide funding that is allocated to these requests based on priority rating and instructional usage. To close the loop, funded requests are presented to the College TPC every year (**IIIC2-02** Tech_Presentation).

As new buildings are constructed, the District uses a process to introduce new technology infrastructure and provide new equipment. At the college level, a Building User Group (BUG) meets with the construction management team and the IT Regional Manager to determine the appropriate technology for each area and identify technology gaps. Significant investments in new technology and upgrades have greatly improved campus technology.

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existing equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the college to establish whether the equipment in place meets the current needs of each program (**DIIIC2-06** LACCDInstrSpace; **DIIIC2-07** InstrSpacesTech; **DIIIC2-08** InstrSpcTechRead; **DIIIC2-09** LACCDInstrTechInv; **DIIIC2-10** LACCDTechRefresh).

Analysis and Evaluation

The institution has established processes to ensure that appropriate and sustainable infrastructure is maintained to provide an adequate environment for students, faculty, and staff. The institution uses feedback from end user constituencies through participatory governance as well as direct survey feedback in the evaluation of existing technologies, which informs the planning and prioritization process.

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 District supports the colleges with instructional and academic applications that are used district-wide. In collaboration with the District Academic Senate's Online Education and Academic Technology Committee, the Office of Educational Programs and Institutional Effectiveness develops an annual list of needed programs for district-wide implementation. The Senate committee created criteria for district-wide purchasing and prioritization to assure that program needs are met. The District implemented these criteria and provided access to over 50 applications to support college programs and services (**DIIIC3-01** CriteriaDWInsTech; **DIIIC3-02** InstAppList).

The institution maintains an inventory of technology assets (**DIIIC3-03** TechAssetsInven) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards (**DIIIC3-04** TechRefreshStan; **DIIIC3-05** TechMaintRefresh). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. Administrative Procedure 3724 is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans (**DIIIC3-06** AP3724; **DIIIC3-07** SISDisasRecovPlan; **DIIIC3-08** SAPDisasRecovPlan).

The District's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: (1) assure the community is aware of cybersecurity threats and protections (**DIIIC3-09** SecAwareNotificat), (2) implement modern security tools and services, (3) conduct consistent, robust security operations, and (4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in the Written Information Security Program (WISP) (**DIIIC3-10** InfoSecStrategy; **DIIIC3-11** OpProtocoIInfoSec). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to the systems (**DIIIC3-12** InfoSecCalendar22). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policies and Administrative Procedures (**DIIIC3-13** InfosecEvalContr; **DIIIC3-14** PrivilegedAccess; **DIIIC3-15** ServerCertProcess; **DIIIC3-16** CompNetworkUse. **DIIIC3-17** IncidentMgmt; **DIIIC3-18** IncidentResponse; **DIIIC3-19** RecurringOpTasks;

DIIIC3-20_SP_PII_SecConf; **DIIIC3-21**_SecOpsKiteworks; **DIIIC3-22**_PCIASVScanning; **DIIIC3-23**_PreProdServerVuln; **DIIIC3-24**_QtrlyVulnerability; **DIIIC3-25**_SpirionSecScan).

Analysis and Evaluation

The District assures that appropriate technology resources are available at each location in support of programmatic needs. Adequate support resources are available to maintain operations at all locations. The institution allocates appropriate resources for the management, maintenance, and refresh of the technology ecosystem to maintain a reliable, safe, and secure environment.

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

At LAVC, technology instruction and support are driven by two goals in the College's Technology Plan (**IIIC1-01**_Tech_Master_Plan). Goal one identified the need to provide tools and resources to support educational technology for students, faculty, and staff. Goal six identified the need to provide professional learning and resources for administration, faculty, and classified staff to optimize the use of technology for student education and access. As a result, training is conducted on a regular basis through several means.

Activities for *faculty, staff, and administrators* are sponsored by (1) the Professional Development Center, (2) the LAVC Distance Education team, (3) California Community Colleges Vision Resource Center, and (4) the District's IT department.

The PDC at LAVC has a dedicated staff that develops events for faculty, staff, and administrators to help them improve their technology skills. Last year, a total of 51 events were held, including a two-day Tech Fest (**IIIC4-01**_Tech_Fest). During this period, numerous hour-long workshops were available which provided interactive and hands-on sessions, giving faculty practical strategies to implement immediately in classes. In addition, LAVC provides classified staff with training and testing for the Microsoft Office Specialist Certification; over the last year, 57 staff members participated and 48 were certified (**IIIC4-02**_MOS_Training). The PDC also contracts with third-party vendors through the VRC such as SkillSoft and Lynda.com, in addition to District and College access to online professional development.

The DE team consists of the DE Coordinator, the Online Support Assistant, and DE Specialist. The DE team works directly with faculty to provide them with group or one-on-one training to improve the quality and infrastructure of online instruction. A wide array of workshops and webinars are taught on a rotating basis by DE certified trainers from all nine District colleges throughout the year. The College encourages faculty to engage with the Peer Online Course Review (POCR) process to ensure that online courses are aligned with the California Virtual Campus – Online Education Initiative (CVC-OEI) course design rubric (**IIIC4-**

03_POCR_Resources). The DE team also offers mentoring activities to faculty related to Canvas management, performs technical reviews of DE addenda, and provides technical support to faculty when issues arise (**IIIC1-05**_DE_Faculty).

The California Community Colleges Chancellor's Office has various technology trainings available for LAVC faculty, staff, and administrators through the Vision Resource Center (**IIIC4-04**_VRC_Tech). The CVC-OEI Online Network of Educators provides training and professional development on the basics of Canvas, the fundamentals of course design, and the principles of quality virtual instruction through courses, webinars, articles, videos, and more. The CVC-OEI Online Ecosystem gives guidance on how to integrate tools such as virtual tutoring, counseling, and proctoring into courses (**IIIC4-05**_Online_Eco).

LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online; as of February 2022, the LACCD has 4,275 DE certified faculty (**DIIIC4-01**_FacApprovedOnline). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.

The District's IT department webpage offers direct links to informational resources providing guidance in the use of technology systems (**DIIIC4-02**_FacStaffTechRsrcs). These resources are updated routinely to keep current with changes in the technologies implemented.

Technology-related activities for **_students_** are sponsored by (1) the Virtual Valley Help Desk, (2) the 24/7 Canvas Support Chat, (3) the Virtual Valley Website technology training materials, and (4) the Computer Commons.

Under the supervision of the Online Support Assistant, a Virtual Valley Help Desk team provides direct support to students who need help with the online learning platform. This help desk is available 50 hours a week, throughout fall, winter, spring, and summer sessions. Last year, nearly 1,000 students were assisted. Moreover, 24/7 support is available to students through the Canvas Chat.

The Virtual Valley website (**IIIC4-06**_VV_Students) hosts two online student tutorials which were created by LAVC faculty members. Created in 2020, these tutorials are comprised of a text-based online readiness module and a Canvas-based video. Information conveyed through the tutorials included how to log in to Canvas, important computer specifications for running Canvas, how to perform basic operations, and best practices on establishing online readiness. There are also guidelines for students on how to successfully complete an online course, which involve a technical skills assessment as well as student skills assessment (**IIIC4-07**_VV_Readiness). The LAVC videos are supplemented by Canvas-produced tutorials that provide online assistance for students on over 250 topics related to the functional aspects of the online learning platform.

Numerous technical resources are available to students through the LAVC library. The library offers students access to thousands of electronic books (ebooks), including the EBSCO book database, OneSearch, and the ProQuest eBook Central database. Located on the second floor above the library is the Computer Commons, an open access computer lab equipped with 95 computers, printers, scanners, copiers, and specialized software.

When services were virtual during the pandemic, the Computer Commons team was available for 35 hours a week to help students remotely. They also directed students to specific contacts, links, email addresses, and phone numbers regarding the vast array of LAVC and LACCD resources (**IIIC4-08**_Computer_Commons).

Analysis and Evaluation

The institution provides appropriate levels of technology support for students and employees using a combination of on-site in-person support and remote support mechanisms (with virtual remote sessions). The support model is being regularly reviewed and optimized based on monthly metrics and direct input from all constituencies served. During the annual program review process, departments can indicate needs for additional technology training.

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

The District and its nine colleges work in collaboration to develop District standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments (**DIIIC5-01**_OITStandardsDev). All technology implementations must be aligned with the LACCD standards, legal requirements, and IT recommendations.

The LACCD has developed several Infrastructure Standards (**DIIIC5-02**_DesignMPOE; **DIIIC5-03**_FiberCabling; **DIIIC5-04**_CampusNetwkDesign; **DIIIC5-05**_RoomSizeStandards; **DIIIC5-06**_NtwkInfraHardware; **DIIIC5-07**_VOIPUnifiedCom; **DIIIC5-08**_StorageBackupSys); End User Computing Standards (**DIIIC5-09**_EndUser), and Instructional Classroom Audio-Visual Standards (**DIIIC5-10**_AudioVisual). These standards are used across the District in all new college and district-wide investments as well as all Bond Measure J and Measure CC related technology projects (**DIIIC5-11**_MeasureJTech; **DIIIC5-12**_MeasureCCTech; **DIIIC5-13**_BondProjDash). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment (**DIIIC5-14**_BP3720).

The policies and administrative procedures are regularly reviewed for relevance and updates are made to meet compliance requirements as well as additional industry standards and best practices.

Analysis and Evaluation

The District has established policies and administrative procedures to outline the appropriate use of technology resources and put in place appropriate operational protocols to assist users in making sufficient use of technology, and maintaining adequate privacy and security of data.

III.C CONCLUSION

LAVC, along with the eight other colleges in the LACCD, is included in the District's centralized management of technology support and shared services. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The Regional Manager of College Technology Services has a dedicated support team to meet the needs of LAVC's students, faculty, and staff. Additional resources for faculty, staff, administrators, and students are available through LAVC's Media Services, the College's Distance Education team, and the Virtual Valley website. Technology-related workshops and trainings are a vital part of professional development opportunities, conducted through the College's PDC and the California Community Colleges Vision Resource Center.

In addition, plans are in place for technology replacement – on the administrative side, the LACCD Office of Information Technology follows a replacement plan. On the college instructional side, LAVC's technology needs have been identified through work on the 2020-2025 Technology Master Plan. Annual prioritization takes place through the Technology Module in program review, which is validated by area deans and vice presidents or the president. Modules are then reviewed by the TPC and any recommendations move forward to the IEC.

Similarly, the LACCD developed a multi-year district-wide Innovation and Technology Plan in order to provide colleges with adequate technology support for operations, programs, and services. The District has established a process to review the technology equipment in all instructional spaces and District standards have been created to assure reliable access to infrastructure, audio/visual technology, and individual computing. Policies and procedures that guide the use of technology at LAVC are stated in the District's established Board Policies and Administrative Procedures. The District and College maintain reliable, secure, and safe technology at all locations.

Evidence List for III.C

DIIIC1-01_TPPCCharter
DIIIC1-02_TPPCBylaws
DIIIC1-03_TPPCSched20-22
DIIIC1-04_TPPCAgndaMins
DIIIC1-05_TPPCMembership
DIIIC1-06_HuronITAssess
DIIIC1-07_OITSharedSvcs
DIIIC1-08_OITMissionStmnt
DIIIC1-09_OITSvcMdl
DIIIC1-10_OITOrgChart
DIIIC1-11_DWAppList
DIIIC1-12_DWWebPlatform
DIIIC1-13_NetworkInfraSum
IIIC1-01_Tech_Master_Plan
IIIC1-02_WiFi_Upgrade
IIIC1-03_Free_WiFi
IIIC1-04_Media_Services
IIIC1-05_DE_Faculty
IIIC1-06_Tech_Workshops
IIIC1-07_Specialized_Tutor

DIIIC2-01_LACCDTechPlan2126
DIIIC2-02_ITProjReqest
DIIIC2-03_OITProjReqForm
DIIIC2-04_LACCDITRoadmap
DIIIC2-05_OITProjDashboard
DIIIC2-06_LACCDInstrSpace
DIIIC2-07_InstrSpacesTech
DIIIC2-08_InstrSpcTechRead
DIIIC2-09_LACCDInstrTechInv
DIIIC2-10_LACCDTechRefresh
IIIC2-01_Tech_Module
IIIC2-02_Tech_Presentation

DIIIC3-01_CriteriaDWInsTech
DIIIC3-02_InstAppList
DIIIC3-03_TechAssetsInven
DIIIC3-04_TechRefreshStan
DIIIC3-05_TechMaintRefresh
DIIIC3-06_AP3724
DIIIC3-07_SISDisasRecovPlan
DIIIC3-08_SAPDisasRecovPlan
DIIIC3-09_SecAwareNotificat

DIIIC3-10_InfoSecStrategy
DIIIC3-11_OpProtocolInfoSec
DIIIC3-12_InfoSecCalendar22
DIIIC3-13_InfosecEvalContr
DIIIC3-14_PrivilegedAccess
DIIIC3-15_ServerCertProcess
DIIIC3-16_CompNetworkUse
DIIIC3-17_IncidentMgmt
DIIIC3-18_IncidentResponse
DIIIC3-19_RecurringOpTasks
DIIIC3-20_SP_PII_SecConf
DIIIC3-21_SecOpsKiteworks
DIIIC3-22_PCIASVScanning
DIIIC3-23_PreProdServerVuln
DIIIC3-24_QtrlyVulnerability
DIIIC3-25_SpirionSecScan

DIIIC4-01_FacApprovedOnline
DIIIC4-02_FacStaffTechRsrcs
IIIC4-01_Tech_Fest
IIIC4-02_MOS_Training
IIIC4-03_POCR_Resources
IIIC4-04_VRC_Tech
IIIC4-05_Online_Eco
IIIC4-06_VV_Students
IIIC4-07_VV_Readiness
IIIC4-08_Computer_Commons

DIIIC5-01_OITStandardsDev
DIIIC5-02_DesignMPOE
DIIIC5-03_FiberCabling
DIIIC5-04_CampusNetwkDesign
DIIIC5-05_RoomSizeStandards
DIIIC5-06_NtwkInfraHardware
DIIIC5-07_VOIPUnifiedCom
DIIIC5-08_StorageBackupSys
DIIIC5-09_EndUser
DIIIC5-10_AudioVisual
DIIIC5-11_MeasureJTech
DIIIC5-12_MeasureCCTech
DIIIC5-13_BondProjDash
DIIIC5-14_BP3720

STANDARD III.D FINANCIAL RESOURCES

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. [ER 18]

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) receives state apportionment funding based primarily upon full-time equivalent student (FTES) enrollments. Those funds are allocated to the LACCD colleges through the Board-adopted District Allocation Model (**DIIID1-01** AllocationModel). The allocation model aligns with the state's Student-Centered Funding Formula (SCFF) in support of student access, equity, and success. The model provides for centralized resources to be covered through an assessment to the base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC), which has representation from small and large colleges, and the District Budget Committee (DBC), which includes representatives from all colleges. The Budget Allocation Model was developed through the ECDBC (**DIIID1-02** AllocMdlTimeline) and with the DBC approving the final model (**DIIID1-03** DBCMinutes051519). The District has Administrative Procedures on reserves (**DIIID1-04** AP6305) that provides for the District to maintain 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 district-wide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last five years.

The District has also developed special funding at the District level to support educational priorities district-wide. This funding includes $2.5 million to support district-wide Racial Equity and Social Justice efforts (**DIIID1-05** FramewkRacEquity; **DIIID1-06** 2122CentAccounts). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds (**DIIID1-07** SpecFundsFY21). This program ensures all colleges have sufficient funding and support to operate a two-year tuition-free student success program.

LAVC has a comprehensive program review allocation process that aligns budgeting with the mission and the needs of the College. The focus of the campus budget process is on "core" funds provided by the state or generated by the College. The campus budget process typically takes place during the period of November through August using the Budget Development Calendar prepared by the District office. The Chief Budget Officer (CBO) prepares the proposed resource allocation package and presents it to the Institutional Effectiveness Council (IEC) for

consideration and approval. After a review period, during which the District Budget Office consults with their respective financial officers, the District makes its recommendations to the Chancellor and the Board of Trustees for final approval. All information on incremental allocations to the campus is shared with the LAVC Budget Committee and the IEC.

At the college level, the President and Vice Presidents submit to the Budget Committee a list of priorities based on annual program review. These priorities are ranked by the Budget Committee, considering the strategic priorities of the College and the Educational Master Plan (EMP). The rankings are submitted to the IEC for approval; once approved, the rankings are submitted to the President for consideration in the following budget cycle (**IIID1-01** _Divisional_Priorities). The College also went through an extensive process to determine the total cost of operations, resulting in a model designed to guide future decision making (**IIID1-02** _Cost_of_Operations).

The Budget Committee meets monthly to review the budget projections, not just for the current year but for the following year as well. This provides an opportunity to discover potential future issues as well as explore future opportunities (**IIID1-03** _BC_Projection).

Analysis and Evaluation

The District and college financial resources are sufficient to support the colleges and their programs and services. The District's reserve policy ensures that financial resources are stable and provides the District latitude to make strategic adjustments over time in response to declines in available resources. The process for allocations to the colleges is developed to support college operations and incentivize work towards equity and student success.

LAVC has managed the budget prudently and improved the general fund balance each year. Due to the District's practice of providing a tight general fund budget during the fiscal year, followed by year-end adjustments that often allocate more monies to the College, it is common for the College to see a deficit spending projection during the fiscal year. However, the College has managed to finish each fiscal year with surplus funds that are added to the overall balance. The budget projection report is prepared monthly and presented at the Budget Committee for review and input.

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

The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues (**DIIID2-01** MayRevise2122) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections (**DIIID2-02** DBCAgenda81121). Based on the budget development calendar (**DIIID2-03** BudgetDevCalendar), the colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through Board Policy (BP) 6200 (**DIIID2-04** BP6200). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the colleges and the Educational Services Center. Each college, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget" (**DIIID2-05** FY2122FinalBudget).

The LAVC mission statement and EMP goals guide financial planning. Budgetary decisions are driven by these goals and are implemented at every level – beginning with departments in the program review process and rising through the participatory governance structure. Through the modules in program review, all requests for funding must be justified by their connection to the EMP, other institutional plans, department goals, or assessment improvement plans (**IIID2-01** Tech_Module_Psych). Recommendations are then forwarded to the College President for action (**IIID2-02** IEC_Motion_Form).

LAVC's financial planning process begins with a review of resource requests in program review, which are produced by all departments, programs, and service areas (**IIID2-03** Budget_Process). Resource requests are examined by area deans and forwarded to the respective vice president, who prioritizes requests within their divisions, using the lens of the College mission, EMP goals, and other relevant College plans. Requests not associated with one-time state funding for supplies and equipment, and those not already funded by the fixed costs of the operational budget, are shared with the Budget Committee, which prioritizes requests and makes recommendations for allocation (**IIID2-04** Budget_Min_Item5). Budget Committee recommendations are sent to the IEC for review before final decisions are made by the College President (**IIID2-05** IEC_Min_Item5a). If needs emerge during the year, they are brought forward through the Tier 2 committees to the IEC and then to the College President.

Financial information to inform planning is disseminated through a variety of methods. Updates to senior staff are carried back to their respective divisions. All department chairs and program directors have access to the District and College financial systems to view their budgets. The IEC is presented with budget updates on a monthly basis and the College Budget Office posts the monthly reports on the College Budget website, allowing representatives to share information with their constituency groups (**IIID2-06**_Monthly_Reports). The College President periodically provides fiscal updates to the campus community through email communications (**IIID2-07**_President_Email) or his weekly President's Campus Updates (**IIID2-08**_Pres_Update_April22).

In March 2014, LAVC reestablished its Budget Committee to guide the College's budget and planning process. The committee membership includes students, faculty, classified staff, and administrators who share relevant financial information with their constituencies. Additional resource members include the Administrative Services office staff. The Budget Committee has established its structure and function, mission statement, committee objective, and charter. Its primary purpose is to strategically guide fiscal planning and develop procedures, policies, guidelines, timelines, and evaluation metrics for determining allocations and/or reductions of budget expenditures (**IIID2-09**_Budget_Comm). The committee meets monthly and reports to the IEC.

Once college and ESC budgets are complete, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process (**DIIID2-02**_DBCAgenda81121). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to presentation to the full Board for approval (**DIIID2-06**_2122PropFinalBud). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with BP 6200 (**DIIID2-04**_BP6200), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting (**DIIID2-07**_BOTMin090121pg20).

Analysis and Evaluation
The District has policies and procedures in place to guide the budget development process and ensure that the District and College missions and core planning documents drive the process of resource allocation.

At LAVC, much discussion has taken place over the last few years regarding the importance of linking planning and budgeting. The College conducts annual evaluations of participatory governance processes to address the effectiveness of integrating planning with budget alignment. Budget projection reports are prepared monthly and presented at the Budget Committee for review and input.

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 District has a regular budget development process governed by BP 6200 (**DIIID2-04** BP6200). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (**DIIID3-01** 22BudOpPlanInstr). The District budget calendar is updated and approved by the Board annually (**DIIID3-02** BOTmins100720pg12), and budget procedures are revised regularly to comply with federal, state, and local laws (**DIIID2-03** BudgetDevCalendar). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (**DIIID3-03** GovSurvey2021). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process. Based on District guidelines, LAVC has a comprehensive process for compiling the annual budget (**IIID3-01** PG_Budget). Beginning with program review and the District Allocation plan, as outlined in pp. 12-15, each area of the budget is scrutinized (**IIID3-02** Operations_Plan).

The Budget Committee is comprised of members of various constituencies at LAVC, including faculty, classified staff, administrators, and students (**IIID3-03** BC_Agenda). At their monthly meetings, Budget Committee members review the current results and are an integral part of the planning process (**IIID3-04** BC_Min_Feb2021).

Analysis and Evaluation

The District and colleges have processes for financial planning and budget development that are widely known and understood by constituents. The District ensures input from its constituents through its District Budget Committee. The College ensures input from its constituents through its Budget Committee. Information is distributed widely through these two committees.

The process for financial planning and budget development has resulted in a positive fund balance for LAVC. Various constituencies have an important voice in the development and monitoring of the College's financial resources.

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

Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures, and reserves at the district level (**DIIID4-01**_BudFinCmt050921). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and district level (**DIIID4-02**_MonthCycExp; **DIIID4-03**_MonthExp22per03; **DIIID4-04**_MonthCycExpRprts). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level (**DIIID4-05**_TechReview2122; **DIIID4-06**_DBCMin051320). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process (**DIIID4-07**_AccountMeas70820; **DIIID4-08**_5yrFinFrcast61621). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement (**DIIID4-09**_FisAcctPrcess2021).

The District also provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures, and fund balances to inform the District's next fiscal year's budget (**DIIID4-10**_5yrFinForeDtail21). These presentations include future revenue projections based on enrollment declines and other elements of the SCFF (**DIIID4-11**_CollFinPlan2122). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements (**DIIID4-12**_3rdQtrEnrllPlan21; **DIIID4-13**_3rdQtrEnrllProj21). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (**DIIIA1-17**_C1121ClassStaff; **DIIID4-14**_HRFrmAcadStffReq). Each position requires approval at the college-level, indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and submits it to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (**DIIID4-15**_ClassHiringApprvl). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

LAVC receives operating funds from the LACCD and the allocation is currently based on the enrollment targets calculated by the District. The College receives funding according to its share of the District's FTES generation, Cost of Living Adjustment (COLA), available growth, non-resident tuition, as well as additional metrics that are part of the state's new Local Control

Funding Formula. Institutional planning and resource allocation are realized through LAVC's program review to identify resource needs for equipment and staffing. Recent strategic priorities related to enrollment management and campus cleanliness led to expenditure increases for outreach, marketing, and custodial staffing (**IIID4-01**_SWOT_Motion). The College actively seeks additional income through community and industry partnerships. This includes the rental of College facilities, which provides additional revenue. LAVC receives some administrative support funding from various grants and specially-funded programs (SFPs) (**IIID4-02**_Allocation_Memo).

Analysis and Evaluation

Accurate and detailed information is provided at the district and college levels about ongoing and anticipated financial commitments. This provides realistic expectations of fiscal resources that have been available in the past, are currently available, and are expected in the future to support institutional plans and goals.

LAVC has realistic assessments of revenue and expenditure needs, making strategic expenditures in support of enrollment management, while also ending the 2020-2021 fiscal year with a $9,724,466 fund balance (**IIID4-03**_2021_Balance).

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.

Evidence of Meeting the Standard

The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and District budgets. Funds from the state are allocated to the colleges according to the Budget Allocation Model (**DIIID1-01**_AllocationModel). The Office of Budget and Management Analysis develops district-wide revenue projections and is also charged with the management of District resources (**DIIID4-05**_TechReview2122; **DIIID4-11**_CollFinPlan2122). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff (**DIIID2-03**_BudgetDevCalendar). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning, and communication through district-wide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (**DIIID5-01**_DBCAgenda011321; **DIIID5-02**_BudFinCmtMins012021). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (**DIIID5-03**_DBCAgenda031021; **DIIID5-04**_BudFinCmt031721). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal

control procedures during the budget development process (**DIIID5-05**_BudOpPlanInstr; **DIIID5-06**_PBFWrkshp2122).

Following the development of the budget, the Office of the Chief Financial Officer (CFO) team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies (**DIIID5-07**_BP6300). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the expenditure (**DIIID5-08**_InsuffBudControl1; **DIIID5-09**_InsuffBudControl2). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (**DIIID5-10**_JournalVoucher). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (**DIIID5-11**_MonthCycExpMemo; **DIIID5-12**_0921MonthlyCyc).

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 (**DIIID5-13**_DBCAgenda101321). The Board established and regularly updates board policies which address financial management and internal control structures (**DIIID5-14**_BudFinAgenda102021). The recent policy review has aligned District policies with the Community College League model policies.

All contractual agreements made are consistent with BP and AP 6340 (**DIIID5-15**_BP_AP6340BidsCts), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing (**DIIID5-16**_BP_AP6330Purch) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 (**DIIID5-17**_BP6410) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. 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 (**DIIID5-18**_BudFinCmt061621; **DIIID5-19**_IntAuditUpdate).

LAVC follows Board Policies and Administrative Procedures, including internal controls and review mechanisms, to ensure integrity in the utilization of its financial resources. These include the use of detailed matrices for designating signature authority for contract execution, as well as separation of duties for all key components of the College's business operations. Financial transactions are subject to review by both external auditors and the District's internal auditors, as outlined in the District Audit Charter, BP 6410 (**IIID5-01**_BP6410). Monthly reports from the

Vice President of Administrative Services to the Budget Committee, with projections, discussion, and scenarios, are used for sound financial decision-making (**IIID5-02**_Monthly_Projection).

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 Vice Chancellor 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. LAVC has continued to improve its internal control mechanisms to ensure its financial stability, as described in IIID8 below.

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

The District Office of Budget and Management Analysis develops district-wide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (**DIIID2-03**_BudgetDevCalendar), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually (**DIIID6-01**_BOTMins100720pg12). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (**DIIID3-01**_22BudOpPlanInstr; **DIIID5-06**_PBFWrkshp2122). The annual budget is presented to the District Budget Committee (**DIIID6-02**_DBCMins081121), the Board Budget and Finance Committee (**DIIID6-03**_BudFinCmtMin81821), and to the full Board for approval (**DIIID6-04**_BOTAgenda090121pg9). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (**DIIID6-05**_ExtAudit063021). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. To ensure the 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 create corrective action plans to revise procedures to strengthen internal controls (**DIIID6-06**_LAHCPayAudit13120; **DIIID6-07**_LASCCDCAudit43019; **DIIID6-08**_LATTCCALCard13121; **DIIID6-09**_ExtAudCAP1920).

In accordance with District processes, LAVC receives and reviews quarterly reports, and determines whether it is meeting its FTES workload and is on track to balance its budget (**IIID6-01**_Quarterly_Budget). The College Administrative Services team regularly monitors and reviews all College accounts to ensure accuracy of postings and appropriate allocation of funds (**IIID6-02**_Sample_Budget_Memo). LAVC reviews financial expenditure, income, and balance statements with the District at quarterly meetings and discusses any differences between District and College projections to ensure the accuracy of financial records.

Analysis and Evaluation

The allocation of funds follows an approved process that is transparent to the Board, the District, and the colleges. It allows colleges to achieve stated goals and accurately reflects organizational spending. Thirty years of unqualified and unmodified audits demonstrates a high level of integrity in financial practices across the District. College Foundations submit annual audits to the CFO's office.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (**DIIID7-01**_BudFinCmt120220), Board of Trustees (**DIIID7-02**_BOTMins030321pg7) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans; all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure that findings are addressed in a timely manner (**DIIID6-09**_ExtAudCAP1920). External auditors review progress of corrective actions annually (**DIIID7-03**_FinAudit063020pg148).

The annual financial reports and external audits for LAVC regularly reflect appropriate allocation and use of resources that support student learning programs and services. The Vice President of Administrative Services ensures that any audit findings are addressed in a timely manner (**IIID7-01**_Audit_Acceptance).

Analysis and Evaluation

LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee. LAVC responds to external audit findings by ensuring that the reports are comprehensive and communicated appropriately in a timely manner.

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.

Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (**DIIID8-01** BudFinCmtMins061621). 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 (**DIIID6-09** ExtAudCAP1920). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. 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 Vice Chancellor Chief Financial Officer/Treasurer (**DIIID6-09** ExtAudCAP1920).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit (**DIIID8-02** IntAuditPlan2122). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions (**DIIID6-06** LAHCPayAudit13120; **DIIID6-07** LASCCDCAudit43019; **DIIID6-08** LATTCCALCard13121). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocates hours to conduct these evaluations.

LAVC responds to the District's Internal Audit Unit (IAU). The IAU also works with the College to ensure that the application of current policies, procedures, forms, and monitoring controls are uniform and in compliance with all District, federal, state, and local regulations (**IIID8-01** Internal_Audit). As a result of a past audit that identified deficiencies involving payroll and time accounting policies and procedures at LAVC, the Office of the Vice President of Administrative Services created a *Time Accounting Policies and Procedures Handbook* and provided training for appropriate personnel (**IIID8-02** Time_Acct_Handbook; **IIID8-03** Time_Acct_Memo).

Analysis and Evaluation

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and take steps necessary to improve noted areas of weakness. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are evaluated and reviewed annually.

The College's financial systems are regularly assessed by the District's IAU and LAVC responds to any findings. If any discrepancies or deficiencies are identified, personnel from those areas are required to attend mandatory meetings with the IAU to discuss the findings and take corrective actions.

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.

Evidence of Meeting the Standard

The LACCD Administrative Procedure on Reserves, AP 6305 (**DIIID9-01** AP6305) provides for the District to maintain 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 district-wide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the District has maintained an ending balance ranging from 17% to 21% over the last five years (**DIIID9-02** CCFS311Q093019; **DIIID9-03** CCFS311Q123120; **DIIID9-04** AnnFinBudRprt).

To monitor cash flow, the District conducts regular reviews of cash-flow (**DIIID9-05** Fund1CashFlow). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (**DIIID9-06** MoodysAaa2020; **DIIID9-07** S&PRating). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of District fiscal and business processes. The District has established accountability at the college level through its Debt Policy to ensure that all colleges and the ESC are operating within its budget. If a college spends beyond its allocated budget, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability (**DIIID9-08** DBAgenda060921).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip, and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021, the District made total premium payments of approximately $4.95 million (**DIIID9-09** ExtAudit063021pg52).

Coverage types, limits, and deductibles are regularly evaluated, and insurance is procured to a level that meets or exceeds the financial, statutory, and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes (**DIIID9-10** PlacementInsurance). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed Governmental Accounting Standards Board (GASB) guidelines.

The District's broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to Board Policy 6540 (**DIIID9-11** BP6540). Funding is through district-wide accounts.

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 (**DIIID9-12** RequestforWarrant).

At LAVC, the primary sources of College funding are through general apportionment and funds from categorical programs. The College is required to start the year with a one percent contingency reserve, which is used to cover any funding shortfalls. For fiscal year 2020-21, the College's Contingency Reserve was $673,498. For fiscal year 2019-20, the College had a positive ending Unrestricted Funds balance of $7,668,920 (**IIID9-01** 19-20_Balance).

LAVC has made efforts to build a healthy reserve for program support and emergencies. As a result, the general fund balance has increased since the last accreditation visit:

Fiscal Year	Amount	Evidence
FY 2016-17	$3,118,857	**IIID9-02** Budget_Memo_1718
FY 2017-18	$4,290,395	**IIID9-03** Budget_Memo_1819
FY 2018-19	$5,227,073	**IIID9-04** Budget_Memo_1920
FY 2019-20	$7,668,920	**IIID9-01** 19-20_Balance

Analysis and Evaluation

The District carries several types of reserves totaling between 17% and 21% in any given year for the past five years. These reserves are sufficient to cover needs for emergencies and provides adequate cash flow for all operations. The District is self-insured for up to $1 million, and has procured adequate types of insurance coverage required by regulatory agencies.

LAVC successfully reversed the trend of having a negative general fund balance in the past and has built healthy reserves for the last eight years.

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.*

Evidence of Meeting the Standard

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following policies and procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation (**DIIID2-04** BP6200); BP 6250 Budget Management (**DIIID10-01** BP6250); BP 6300 Fiscal Management (**DIIID5-07** BP6300); BP 6400 Financial Audits (**DIIID10-02** BP6400); BP 6410 District Audit Charter (**DIIID5-17** BP6410). Collectively, these policies and procedures ensure that financial activities are based on standard practice, within state compliance, and follow procedures provided by the California Community Colleges Chancellor's Office. Compliance audits test various state reporting requirements and ensure that the District is reporting information to the state accurately. The District has not had any compliance findings in the last several years.

BP 5130 (**DIIID10-03** BP5130) and AP 5130 Financial Aid (**DIIID10-04** AP5130) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of federal and state aid is audited annually as part of the District's annual audit (**DIIID10-05** ExtFinAud063021).

At LAVC, the College Business Office provides financial oversight and support services in accordance with LACCD Administrative Procedures (**IIID10-01** Business_Policies). Fiscal controls are in place which requires designated account numbers and sufficient funds to be established prior to fund commitments being processed. A software system, SAP, is used to manage business operations and features built-in control mechanisms that prevent overdraft of expense-related accounts. The Vice President of Administrative Services reviews and approves all budget transfers and expenditures as well as documents that commit College funds.

BP 3280 Grants (**DIIID10-06** BP3280) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. 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 (**DIIID10-07** UniformGrantGuide). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (**DIIID10-08** ProgAccountants). The staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

At LAVC, grants and externally funded programs are monitored by the program directors and area vice presidents for requirements and reporting to the funding agency and the state. The

Vice President of Administrative Services monitors the status of all restricted and unrestricted funds on a regular basis. Grants are audited externally by the appropriate state, federal agency, or grantor (**IIID10-02**_Sample_Grant_Audit).

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and college foundation infrastructures; and coordinating district-wide advancement efforts (**DIIID10-09**_IESSFdn102020). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (**DIIID10-10**_FdnRpt20). Each college foundation also completed annual external audits and submits the audit to the District and State of California (**IIID10-03**_LAVC_Found_Audit).

The LAVC Foundation is a non-profit 501c3 organization that is auxiliary to the College. The Foundation undergoes an annual audit (**IIID10-03**_LAVC_Found_Audit); this annual report is presented to Foundation constituents (**IIID10-04**_Found_2021_Annual).

Analysis and Evaluation
The LACCD has established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its colleges have a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems. Audits, including the independent audit of the College's finances, have shown no discrepancies.

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.*

Evidence of Meeting the Standard
The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis (**DIIID4-10**_5yrFinForeDtail21) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures, and fund balances to inform the District's next fiscal year's budget (**DIIID4-08**_5yrFinFrcast61621). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the District and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (**DIIID11-01**_FinStateReview; **DIIID11-02**_AccountPolicies). Through collaboration with the college offices of academic affairs, the District has developed a

system that, each semester, requires the colleges to submit mandatory detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (**DIIID11-03** LoadBanking21). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (**DIIID11-04** LoadBankAcct).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 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 (**DIIID11-05** ExtAuditpgs17-18). The District performs actuarial evaluations every two years to assess current Other Post Employment Benefit (OPEB) liability (**DIIID11-06** OPEBRprt04062021).

LAVC continues to be prudent in managing its spending by conducting an analysis of short- and long-term effects to the College budget. For instance, when hiring any new employees, the Vice President of Administrative Services prepares financial information and discusses it with the College President. The College also reviews multi-year budget projections on a regular basis to be prepared to discuss any priorities and assure financial stability (**IIID3-04** BC_Min_Feb2021).

Analysis and Evaluation
The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning. LAVC has been successful in maintaining financial health and continues to manage its finances prudently to assure financial stability.

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.

Evidence of Meeting the Standard
The District conducts regular reviews of its Other Post Employment Benefit (OPEB) liability. The last actuarial study, dated April 2021, determined that the liability is currently funded at 18.92%. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92% of the total full-time salary expenditures of the District (**DIIID12-01** OPEBTrust063021; **DIIID12-02** OPEBAsset). Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million (**DIIID12-01** OPEBTrust063021; **DIIID12-02** OPEBAsset). The District makes an annual

contribution of $7 million to cover the costs of these benefits (**DIIID12-01** OPEBTrust063021; **DIIID12-02** OPEBAsset).

LAVC treats any liabilities that cross fiscal years by encumbering funds in the new budget. During the year-end accounting process, the District office sets aside the College's current encumbrance that crosses over to the next fiscal year and allocates what was set aside in the following fiscal year to cover the cost.

Analysis and Evaluation

The District regularly reviews its OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually. LAVC carefully monitors and evaluates all liabilities, including current bills and long-term obligations.

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

LAVC and the LACCD do not have any locally incurred debt.

Analysis and Evaluation

Not applicable.

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.

Evidence of Meeting the Standard

LAVC does not have debt instruments, including bonds or certificates of participation, separate from the District.

BP 6307 Debt Issuance and Management (**DIIID14-01** BP6307) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 billion began in 2001 (**DIIID14-02** BOTPropA12062000); Prop AA for $980 million began in 2003 (**DIIID14-03** BOTMinsPropAA03); Measure J for $3.5 billion began in 2008 (**DIIID14-04** BOTMeasJ042308) and Measure CC for $3.3 billion in 2016 (**DIIID14-05** BOTMeasCC072016). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across

the District. Board Policy 6740 (**DIIID14-06** BP6740) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (**DIIID14-07** DCOCMins101521). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 (**DIIID14-08** BP6600). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (**DIIID14-09** BondPerfFY1920; **DIIID14-10** BondFinAudit1819).

Grants and categorical programs are also included in the District's external audit process (**DIIID14-11** ExtAudpgs71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (**DIIID10-10** FdnRpt20).

At LAVC, a form must be completed and submitted to the Grants Committee for approval prior to applying for a grant (**IIID14-01** GAP_Form) following the LACCD policies (**IIID14-02** LACCD_Grant_Guide). Reports are made to funders as required (**IIID14-03** Sample_Grant_Report). Grant funds are reported with the annual audit (**IIID14-04** District_Audit_2019, pages 84 thru 89 thru 94).

LAVC does not directly fundraise; all fundraising is done by the College Foundation (**IIID14-05** Found_Annual2020). The LAVC President is a member of the Foundation's Board of Directors and all funds raised by the Foundation are designated to support various College programs. An annual audit is performed by an outside accounting firm (**IIID10-03** LAVC_Found_Audit).

The colleges have various auxiliary entities including community services, facility rentals, campus bookstores, food services, and child development centers. Auxiliary activities at LAVC are monitored by the College Budget Office to ensure that funds are used appropriately (**IIID14-06** Purchase_Requests). Student funds are examined by the outside auditors (**IIID8-01** Internal_Audit, pages 81 and 82).

Analysis and Evaluation
The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. The LACCD Board of Trustees reviewed and approved the issuance of four General Obligation Bonds over the last 20 years, which have supported the development of new and reconditioned buildings across the District as a critical investment in physical and technological infrastructures. Bond expenditures are audited annually to ensure adherence to all regulatory requirements. District and College policies and

procedures ensure that auxiliary activities, fundraising efforts, and grants are used for the intended purpose and consistent with grant agreements as well as the donor's wishes. LAVC does not have debt instruments, including bonds or certificates of participation, separate from the District.

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

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (**DIIID15-01** StdntLoanDefault). 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, while fund management is handled by the District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (**DIIID15-02** FinAidAccntProc). Reconciliation is performed jointly by the College, the CFAU, and District Accounting (**DIIID15-03** FAReconc102121). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

At LAVC, the Vice Presidents of Administrative and Student Services meet on a monthly basis to address concerns within the areas of responsibility for maintaining compliance. Annual audits are conducted throughout the District's nine campuses (not all campuses are selected each year). During and after each audit, representatives from the LACCD and each of the nine campuses discuss potential areas of concern. If necessary, corrective action plans are developed to address findings or deficiencies; these are reviewed and approved by either the Auditing Firm and/or the Department of Education and, when applicable, the California Student Aid Commission.

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations. Student loan default rates are addressed by a thorough review of all loan applications to ensure correctness and completion. As a result of an audit finding at another college in the LACCD, a correction plan was developed to address loan defaults (**IIID15-01** Default_Prevent_Plan). The Student Loan Default Prevention Plan was subsequently implemented for the entire District, as students are awarded aid on cross-enrollments at any of the nine colleges in the LACCD. Since the last accreditation visit, LAVC's default rates have decreased from 15.3 to 8.2 percent (**IIID15-02** Default_Rate). In 2015, an Active Enrollment Roster (AER) was created by the District to provide documentation for any student who stops attending class, thus transferring financial responsibility to the student rather than the College (**IIID15-03** AER_Memo).

Individual colleges also 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.

Analysis and Evaluation
The District Central Financial Aid Unit and the College Financial Aid Department monitor student loan default rates, revenues, and items related to financial aid to ensure compliance with Federal regulations.

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 District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect (**DIIID16-01** AP6100; **DIIID16-02** AP6150; **DIIID16-03** AP6330; **DIIID16-04** AP6340; **DIIID16-05** AP6365; **DIIID16-06** AP6370).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (**DIIID16-07** BOTMins090121). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

LAVC has several contractual agreements with external organizations that are consistent with the College's stated mission and goals. For example, the College contracts with Valley Presbyterian Hospital for LAVC Health Center services. LAVC Job Training contracts with the City of Los Angeles, County of Los Angeles, California Community Colleges Chancellor's Office, and Workforce Investment Board to conduct specialized training.

Analysis and Evaluation
The LACCD has processes and procedures in place to ensure that contractual agreements are consistent with the institution's mission and goals, with prescribed appropriate controls over contracts that can be changed or terminated, and are managed to assure federal guidelines are met.

III.D CONCLUSION

Planning: The LACCD has thorough and transparent processes for planning the financial resources needed to fund its colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee (DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds are done with integrity and transparency so that constituents understand the process and outcomes of the financial planning. Planning is done both short-term (annually) and projected out for five years on an annual basis. Through LAVC's Budget Committee, various constituencies have an important voice in the development and monitoring of financial resources.

Fiscal Responsibility and Stability: the District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. This results in credible, accurate, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement; this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, the LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound – annual reserves have a 6.5% general reserve and 3.5% contingency reserve; with other reserves included, the LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to $1 million and then carries a variety of additional insurance coverage. The managing of financial aid, grants, and auxiliary funds is a dual responsibility of District staff and College staff.

LAVC has been successful in maintaining financial health and continues to manage its budget prudently to assure fiscal stability. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College's process for financial planning and budget development has resulted in a positive fund balance for LAVC.

LAVC does not have any locally incurred debt. Audits, including the independent audit of the College's finances, have shown no discrepancies. The College works in conjunction with the District's CFAU to guarantee compliance on all levels of financial aid administration, both federal and state.

Contractual Agreements: the LACCD administrative procedures governing contracts provides consistent direction to the colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Sound policies and procedures guide the strong fiscal health of the LACCD.

Evidence List for III.D

DIIID1-01_AllocationModel
DIIID1-02_AllocMdlTimeline
DIIID1-03_DBCMinutes051519
DIIID1-04_AP6305
DIIID1-05_FramewkRacEquity
DIIID1-06_2122CentAccounts
DIIID1-07_SpecFundsFY21
IIID1-01_Divisional_Priorities
IIID1-02_Cost_of_Operations
IIID1-03_BC_Projection

DIIID2-01_MayRevise2122
DIIID2-02_DBCAgenda81121
DIIID2-03_BudgetDevCalendar
DIIID2-04_BP6200
DIIID2-05_FY2122FinalBudget
DIIID2-06_2122PropFinalBud
DIIID2-07_BOTMin090121pg20
IIID2-01_Tech_Module_Psych
IIID2-02_IEC_Motion_Form
IIID2-03_Budget_Process
IIID2-04_Budget_Min_Item5
IIID2-05_IEC_Min_Item5a
IIID2-06_Monthly_Reports
IIID2-07_President_Email
IIID2-08_Pres_Update_April22
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DIIID3-01_22BudOpPlanInstr
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DIIID3-03_GovSurvey2021
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IIID4-03_2021_Balance

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DIIID5-03_DBCAgenda031021
DIIID5-04_BudFinCmt031721
DIIID5-05_BudOpPlanInstr
DIIID5-06_PBFWrkshp2122
DIIID5-07_BP6300
DIIID5-08_InsuffBudControl1
DIIID5-09_InsuffBudControl2
DIIID5-10_JournalVoucher
DIIID5-11_MonthCycExpMemo
DIIID5-12_0921MonthlyCyc
DIIID5-13_DBCAgenda101321
DIIID5-14_BudFinAgenda102021
DIIID5-15_BP_AP6340BidsCts
DIIID5-16_BP_AP6330Purch
DIIID5-17_BP6410
DIIID5-18_BudFinCmt061621
DIIID5-19_IntAuditUpdate
IIID5-01_BP6410
IIID5-02_Monthly_Projection

DIIID6-01_BOTMins100720pg12
DIIID6-02_DBCMins081121
DIIID6-03_BudFinCmtMin81821
DIIID6-04_BOTAgenda090121pg9
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DIIID6-07_LASCCDCAudit43019
DIIID6-08_LATTCCALCard13121
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IIID6-01_Quarterly_Budget
IIID6-02_Sample_Budget_Memo

DIIID7-01_ BudFinCmt120220
DIIID7-02_ BOTMins030321pg7
DIIID7-03_ FinAudit063020pg148
IIID7-01_ Audit_Acceptance

DIIID8-01_ BudFinCmtMins061621
DIIID8-02_ IntAuditPlan2122
IIID8-01_ Internal_Audit
IIID8-02_ Time_Acct_Handbook
IIID8-03_ Time_Acct_Memo

DIIID9-01_ AP6305
DIIID9-02_ CCFS311Q093019
DIIID9-03_ CCFS311Q123120
DIIID9-04_ AnnFinBudRprt
DIIID9-05_ Fund1CashFlow
DIIID9-06_ MoodysAaa2020
DIIID9-07_ S&PRating
DIIID9-08_ DBAgenda060921
DIIID9-09_ ExtAudit063021pg52
DIIID9-10_ PlacementInsurance
DIIID9-11_ BP6540
DIIID9-12_ RequestforWarrant
IIID9-01_ 19-20_Balance
IIID9-02_ Budget_Memo_1718
IIID9-03_ Budget_Memo_1819
IIID9-04_ Budget_Memo_1920

DIIID10-01_ BP6250
DIIID10-02_ BP6400
DIIID10-03_ BP5130
DIIID10-04_ AP5130
DIIID10-05_ ExtFinAud063021
DIIID10-06_ BP3280
DIIID10-07_ UniformGrantGuide
DIIID10-08_ ProgAccountants
DIIID10-09_ IESSFdn102020
DIIID10-10_ FdnRprt20
IIID10-01_ Business_Policies
IIID10-02_ Sample_Grant_Audit
IIID10-03_ LAVC_Found_Audit
IIID10-04_ Found_2021_Annual

DIIID11-01_ FinStateReview
DIIID11-02_ AccountPolicies
DIIID11-03_ LoadBanking21
DIIID11-04_ LoadBankAcct
DIIID11-05_ ExtAuditpgs17-18
DIIID11-06_ OPEBRprt04062021

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DIIID12-02_ OPEBAsset

DIIID14-01_ BP6307
DIIID14-02_ BOTPropA12062000
DIIID14-03_ BOTMinsPropAA03
DIIID14-04_ BOTMeasJ042308
DIIID14-05_ BOTMeasCC072016
DIIID14-06_ BP6740
DIIID14-07_ DCOCMins101521
DIIID14-08_ BP6600
DIIID14-09_ BondPerfFY1920
DIIID14-10_ BondFinAudit1819
DIIID14-11_ ExtAudpgs71-155
IIID14-01_ GAP_Form
IIID14-02_ LACCD_Grant_Guide
IIID14-03_ Sample_Grant_Report
IIID14-04_ District_Audit_2019
IIID14-05_ Found_Annual2020
IIID14-06_ Purchase_Requests

DIIID15-01_ StdntLoanDefault
DIIID15-02_ FinAidAccntProc
DIIID15-03_ FAReconc102121
IIID15-01_ Default_Prevent_Plan
IIID15-02_ Default_Rate
IIID15-03_ AER_Memo

DIIID16-01_ AP6100
DIIID16-02_ AP6150
DIIID16-03_ AP6330
DIIID16-04_ AP6340
DIIID16-05_ AP6365
DIIID16-06_ AP6370
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Standard IV: Leadership and Governance

STANDARD IV.A DECISION-MAKING ROLES AND PROCESSES

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

Institutional leaders include administrators, faculty, staff, and students, who together represent the constituent groups that participate in planning and decision-making through collegial consultation. Governance and planning committees, the Academic Senate, and advisory groups seek input and opinions to help them make decisions. Any member of the campus community can participate in the improvement of the College by bringing forward items for consideration. All representatives on college committees are charged with disseminating information to the stakeholders they represent in order to solicit additional ideas and feedback. This communication is affected through the Academic Senate, union chapters, committees, workgroups, department and area meetings, and task forces (**IVA1-01** PG_Handbook).

The College encourages innovation through its support of grant-funded projects and major college-wide initiatives, such as Guided Pathways and the Student Equity and Achievement Program. Over the past few years, the College has been involved in a number of grants, including large-scale initiatives for specialized programs (**IVA1-02** Grants_History). When grants have institutional implications, there is a process for vetting the benefit of the grant to the College (**IVA1-03** GAP_Form).

The College administration seeks input from faculty leadership with defined roles. As identified in the Institutional Effectiveness and Planning Initiative (IEPI) proposal, LAVC has made progress in recruiting adjunct faculty, classified constituencies, and students to broaden participation (**IVA1-04** IEPI). Faculty are regularly informed about College governance opportunities and urged to contribute. The College will continue outreach to groups that have generally lower participation such as Building and Trades, adjunct faculty, and SEIU 99.

A Committee Interest Survey is disseminated periodically to promote participation on committees and to assess interest in various forms of committee service (**IVA1-05** Comm_Int_Survey). In March 2020, the College President began providing frequent,

recurring communications with all areas of the College, including regular Student Town Hall meetings (**IVA1-06** _Town_Halls), weekly campus-wide forums online, and email updates with information on significant topics, as described in IVB3 (**IVA1-07** _Campus_Update; **IVA1-08** _Weekly_Forums). During these forums and town halls, the President encouraged the sharing of innovative ideas, especially in response to the Covid-19 pandemic. The President holds regular consultations with the Senate, AFT1521 (faculty), and AFT1521A (Unit 1 classified staff), Teamsters, SEIU 721, and student leaders from the Associated Student Union.

Analysis and Evaluation

Through the College's strong participatory governance structure, faculty, staff, administrators, and students are represented on committees, have access to provide input, and present ideas for improvement. Opportunities for committee service are communicated via email or surveys and each constituency leader has the ability to appoint representatives for vacancies. Adjunct faculty are represented by AFT 1521 and have defined seats on the Academic Senate (**IVA1-09** _Senate_Agenda).

The logistics of following College participatory governance processes and coordinating them with grant deadlines is a challenge. For grants with short timelines, an emergency process was developed to accommodate those grants (**IVA1-10** _Grants_Handbook). To foster harmony with both grant and institutional timelines, committees may consider adding a second monthly meeting when necessary.

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

LAVC has established policies and procedures for administrators, faculty, students, and staff to participate in decision-making within the participatory governance process and in keeping with collective bargaining agreements. The policies and procedures are outlined in the *Participatory Governance Handbook* (**IVA1-01** _PG_Handbook). The Handbook provides the protocols for terms of office, committee structure, procedures, and membership by position. Motions move forward to the President from the Academic Senate or from Tier 2 committees to the Institutional Effectiveness Council (IEC), the College's primary participatory governance body, and then to the College President for a final decision (**IVA1-01** _PG_Handbook).

Committee work is considered part of a contract faculty member's responsibilities and full-time faculty are obligated to serve on one departmental, college, or District-wide committee or equivalent according to the Faculty Collective Bargaining Agreement (**IVA2-01** _AFT1521_CBA). Adjunct faculty are eligible, but not obligated, to serve on department and college-wide

committees. Other constituencies (AFT 1521A, Local 99) have representation on committees by contractual obligation (**IVA2-01**_AFT1521_CBA; **IVA2-02**_AFT1521A_CBA; **IVA2-03**_SEIU_Loc99_CBA; **IVA2-04**_LAOC_CTC_CBA; **IVA2-05**_Tmstrs_Loc911_CBA; **IVA2-06**_SEIU_Loc721_CBA).

The policy makes provisions for student participation and consideration of student views through the Associated Student Union (ASU) Constitution (**IVA2-07**_ASU_Constitution) and ASU Bylaws (**IVA2-08**_ASU_Bylaws), which describe student roles in serving on participatory governance committees.

Analysis and Evaluation

With a long-standing campus culture of participatory governance, the College has a well-defined participatory governance structure, which clearly articulates the processes for representative stakeholders to partake in decision-making. The College prides itself in fostering collegial and collaborative working relationships among all groups. There are challenges to adjunct faculty participation in campus committee work centered around logistical concerns regarding availability, parity, and incentives.

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

The number of designated seats for administrators, faculty, staff, and students on participatory governance committees is determined by the IEC and in some cases, by union contracts (**IVA2-01**_AFT1521_CBA; **IVA2-02**_AFT1521A_CBA; **IVA2-03**_SEIU_Loc99_CBA; **IVA2-04**_LAOC_CTC_CBA; **IVA2-05**_Tmstrs_Loc911_CBA; **IVA2-06**_SEIU_Loc721_CBA). Administrators are appointed by their division heads based on areas of expertise, supervision, or interest. Faculty members are jointly appointed to governance committees by the Academic Senate President and the Faculty Guild Chapter President. Classified staff are selected by their union representatives. Committee members may also serve by virtue of a position on another participatory governance committee or as an appointed representative. Some committees have seats designated based on position, such as the Facilities Director's seat on the Work Environment Committee (**IVA1-01**_PG_Handbook). In addition, administrators and faculty have representation on District councils and committees, which allows them to have a substantial voice on policy, such as Board Policies and Administrative Procedures, which may impact the College (**IVA3-01**_District_Comm_Min).

Representatives on committees are responsible for reporting back to their respective constituencies, although the mechanism for this should be clarified in the *Participatory Governance Handbook*. Trainings for committee chairs occurred in spring 2021 (**IVA3-02**_Comm_Chair_Trainings).

LAVC's program review process also gives administrators, faculty, and staff a voice in planning and budgeting. Areas complete program review modules which are routed to the committees responsible for these areas, e.g., the Facilities Planning Committee for space requests (**IVA3-03**_Facilities_Alloc; **IVA3-04**_PR_Workflow). The committees prioritize these requests which are then forwarded to the IEC for broader input from constituencies (**IVA3-05**_IEC_Agenda). The IEC forwards approved recommendations to the College President. In areas of Senate purview, e.g., faculty hiring, prioritization is brought forward to the Senate for action and recommendation to the College President (**IVA3-06**_AS_Agenda; **IVA3-07**_Senate_Min_Items4cd).

Finally, a presentation on the College budget is given at each IEC and Budget Committee meeting by the Vice President of Administrative Services. Members of the committee are able to ask questions about the budget (**IVA3-08**_Budget_IEC_Item4d).

Analysis and Evaluation
Through established policies, procedures, and participatory governance structures, the College ensures that administrators, faculty, and staff exercise a substantial voice in decision-making at LAVC. As stated above, increased adjunct faculty participation would garner more diverse perspectives. Administrators and faculty also have representation on District councils and committees by role or constituency.

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
The Academic Senate, composed of faculty members elected by their peers to represent them in academic and professional matters, plays a leadership role in creating and revising curriculum, and recommending instructional policy and changes in instructional programs. It meets once a month during the fall and spring semesters and makes decisions on a wide range of academic issues. Its president brings motions directly to the College President or the IEC.

The Academic Senate's Valley College Curriculum Committee (VCCC) makes recommendations on college policies concerning curriculum and monitors all curriculum changes, additions, and deletions. It includes as voting members a dean and the Vice President of Academic Affairs, and is chaired by the Academic Senate Curriculum Vice President. It is composed predominantly of 15 voting faculty members from various disciplines. Curriculum recommendations approved by the Academic Senate are then forwarded by the VCCC to the District Curriculum Committee and from there to the Board of Trustees.

The Program Effectiveness and Planning Committee (PEPC) oversees departmental program reviews and the viability process (**IVA4-01**_PEPC_PR). The viability process is faculty-driven. Viability review committees are composed of the Academic Senate President or designee, a

PEPC member, an Educational Planning Committee (EPC) member, a department chair, the Curriculum Committee chair or designee, a Faculty Guild representative, the Vice President of Academic Affairs or designee, and an academic dean. Other committees such as the Facilities Planning Committee (FPC) and the Technology Planning Committee receive and evaluate requests for needs and services in regard to their respective areas and forward their decisions to the appropriate participatory governance body.

Operational and advisory committees, such as the Guided Pathways Steering Committee, Committee for Academic Resources and Tutoring Services (CARTS), the Career and Technical Education (CTE) Committee, and Team Transfer, support and coordinate academic support services. Where appropriate, managers and directors regularly meet to review data and evaluate services and programs.

All institutional plans, such as the Educational Master or Student Equity Plan, are created by committees with representation of faculty and academic administrators. These plans must be accepted by both the IEC and the Senate before they can be forwarded to the Board of Trustees for approval (**IVA4-02**_IEC_Equity; **IVA4-03**_Senate_EMP). Decisions to institutionalize elements of these plans are evaluated by faculty and academic administrators.

Academic administrators serve on all participatory governance committees, participating actively or serving as resources (**IVA4-04**_Committee_Agendas). Academic deans meet weekly with their vice president to recommend improvements to programs and services. Monthly consultations occur between Student Services deans and their vice president.

According to the Los Angeles Community College District (LACCD)/Los Angeles College Faculty Guild collective bargaining agreement, faculty and/or Academic Senate representation is required on the following faculty-driven committees, all of which impact student learning programs and services: curriculum, distance learning, educational planning, faculty position hiring prioritization, evaluation committees, professional growth, and work environment contracts (**IVA2-01**_AFT1521_CBA; **IVA2-02**_AFT1521A_CBA; **IVA2-03**_SEIU_Loc99_CBA; **IVA2-04**_LAOC_CTC_CBA; **IVA2-05**_Tmstrs_Loc911_CBA; **IVA2-06**_SEIU_Loc721_CBA). Budget, facilities planning, and other operational decision making is done in consultation with faculty, classified staff, and students.

Analysis and Evaluation
Processes and procedures are in place for faculty and academic administrators to make recommendations about student learning programs and services. LAVC has a robust Academic Senate with active participation and a strong curriculum committee. The Academic Senate executive roles, along with committee chair positions and other instructor special assignments, are currently undergoing analysis by the College administration to determine if adjustments to reassigned time are needed. For example, reassigned time was increased in spring 2022 for the Academic Senate Executive Secretary and special assignments were created for dual enrollment and noncredit curriculum development. This restructuring may increase the effectiveness of the Senate in its function of taking part in innovation leading to institutional excellence.

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

The LACCD embraces the practical and philosophical aspects of collaborative decision-making through its Board Policies (BPs), Administrative Procedures (APs), and collective bargaining agreements with its constituent groups.

To assure that all relevant perspectives are considered and that those who have expertise are "at the table," key institutional plans are created by workgroups or committees comprising a wide range of participants. For the creation of the Student Equity Plan, the Guided Pathways framework, and the Educational Master Plan (EMP), committees and workgroups allowed for stakeholders to fully contribute to the process. When completed, some plans, such as the EMP, are vetted through the Academic Senate and the IEC before being sent to the College President for approval (**IVA4-02** IEC_Equity; **IVA4-03** Senate_EMP). These plans are presented to the appropriate committees of the Board of Trustees, and then proceed to the full Board for approval (**IVA5-01** Board_EMP_page6; **IVA5-02** Board_GP_page17).

Other plans, such as the Guided Pathways Scale of Adoption Self-Assessment (SOAA), are approved by the Academic Senate, the IEC, the College President, and then submitted directly to the California Community Colleges Chancellor's Office (CCCCO) (**IVA5-03** SOAA).

Analysis and Evaluation

Through participatory governance and adherence to LACCD policies, the College ensures consideration of relevant perspectives and institutional plans are developed with input from various constituencies. Previously, there were challenges in completing the approval process in a timely manner for the LAVC Student Equity and Achievement Plan (SEAP). The SEAP arrived at the Academic Senate late in the academic year without the ability to properly review and give input. The Academic Senate has requested that all plans be presented to the Senate well in advance of the submission date so that they may be properly vetted, and input/revisions incorporated into the final planning documents.

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

LAVC's *Participatory Governance Handbook* clearly articulates and documents the decision-making process, providing an overview of how decision-making occurs through the

participatory governance structure (**IVA1-01**_PG_Handbook). The IEC has responsibility for overseeing College planning and making recommendations directly to the College President, who can accept, ask to amend, or reject them. Recently, the new Strategic Integrated Planning Committee (SIP) was created to assist the IEC in its planning role. The SIP will look at the many College plans and make recommendations to coordinate these efforts (**IVA6-01**_IEC_Min_Item5e).

Motions approved by a Tier 2 Committee are submitted in a standard motion form to the IEC chair and/or the Academic Senate as appropriate. Motions having fiscal impact are required to have a fiscal analysis performed by the Budget Office. As is specified in the Handbook and on motion forms, a rationale is required if a recommendation is not accepted by the IEC or the College President (**IVA6-02**_Motion_Res_Form).

The College has created a motion-tracking repository that allows for up-to-date status reporting on current and past motions considered by the IEC and the College President (**IVA6-03**_Status_Reports). The College President's administrative assistant takes minutes for Tier 2 participatory governance committee meetings and posts agendas, minutes, and motions on each committee's secured SharePoint site. These sites are set up as working spaces so that committee members can edit draft documents, such as handbooks, and facilitate collaborative commentary on these before they are approved.

The IEC chair circulates the meeting agenda, the motion forms, and fiscal analyses for the items to be considered. After approval, the motion form is then forwarded to the College President, who then documents the action taken and reports back to the IEC. IEC members disseminate all pertinent information to each of their respective constituency groups (**IVA6-03**_Status_Reports).

Motions finalized by the President are posted on the IEC SharePoint to provide information on decisions that impact the campus-wide LAVC community (**IVA6-04**_IEC_Final_Motions). Agendas, minutes, and other relevant information can be found on the IEC SharePoint. Communication Updates, including participatory governance decisions and other important information, are distributed to the campus community via email and are forwarded to Senior Staff and all appropriate personnel for action (**IVA6-05**_PG_Update).

Analysis and Evaluation
The College clearly articulates and documents the decision-making process and procedure and is able to communicate these effectively and expeditiously through various mediums (emails, website, etc.) to the wider campus community. After the new district-wide website structure is implemented, the College will establish a method of giving the public access to decisions made through the participatory governance process.

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

In 2009, after LAVC completely reorganized its existing governance structure, it established an ad hoc evaluation workgroup to monitor, evaluate, and address issues with the new paradigm. In 2014, the College recognized that the group should be institutionalized to review the structure and processes at least annually and not rely on a request to trigger its work. Subsequently, a Participatory Governance Evaluation Workgroup was formed and meets when issues are identified either by the IEC, by constituent groups, or administration.

In spring 2021, the campus community was surveyed for feedback on the awareness of the participatory governance process and interest in serving on committees (**IVA1-05**_Comm_Int_Survey). Data from these surveys were sent to the IEC and Evaluation Workgroup members. At the end of each academic year, the IEC has an annual retreat. At the retreat, the IEC sets new goals, revises the mission of the committee as appropriate, reviews and evaluates its work, and reviews recommendations for governance handbook revisions.

Participatory governance committees complete annual self-evaluations, which the groups use to develop goals for the following year and improve the way they function (**IVA7-01**_IEC_Eval). These self-evaluations and goals are brought to the IEC for approval and are used for making improvements in the participatory governance structure.

Analysis and Evaluation

The participatory governance structure at LAVC is continuously evolving and improving, with all constituency groups actively contributing through discussion on the IEC, Tier 2 committees, and workgroups. Annual self-evaluations are conducted for committees and brought to the IEC for further discussion and approval. At the end of each academic year, the IEC holds a retreat and the Evaluation Workgroup convenes to identify possible changes or enhancements to the participatory governance structure.

IV.A CONCLUSION

Los Angeles Valley College leadership, through a well-defined participatory governance structure, promotes student success, sustains academic quality, safeguards academic integrity, assures fiscal stability, and works towards continuous improvement. The College clearly outlines the process for campus-wide input and gives voice to all stakeholders through participation in various committees, workgroups, Academic Senate, and other academic and administrative academic structures. The governance roles are clearly defined and articulated so as to support the various programs and services that facilitate student learning and institutional

effectiveness in concert with the designated chief executive officer and the governing board. Administrators, faculty, staff, and students, within the participatory governance structure, collaborate to ensure that LAVC is an effective and forward-thinking institution. The College President, Academic Senate, union leadership, and college Associated Student Union have clearly delineated roles and established policies, and work with the Chancellor, District Academic Senate, and Board of Trustees to ensure proper allocation of resources that support and sustain the College.

LAVC is committed to recognizing and communicating how valued and integral the voices of adjunct faculty and classified staff are in the campus community. As an example, opportunities to serve on participatory governance committees will be shared by supervisors with classified staff at their meetings. Through participation in committee work, employees can recognize that their involvement is necessary and important to the College. For certain committee meetings, the College may consider retaining the virtual modality to help increase participation.

Evidence List for IV.A

IVA1-01 PG_Handbook
IVA1-02 Grants_History
IVA1-03 GAP_Form
IVA1-04 IEPI
IVA1-05 Comm_Int_Survey
IVA1-06 Town_Halls
IVA1-07 Campus_Update
IVA1-08 Weekly_Forums
IVA1-09 Senate_Agenda
IVA1-10 Grants_Handbook

IVA2-01 AFT1521_CBA
IVA2-02 AFT1521A_CBA
IVA2-03 SEIU_Loc99_CBA
IVA2-04 LAOC_CTC_CBA
IVA2-05 Tmstrs_Loc911_CBA
IVA2-06 SEIU_Loc721_CBA
IVA2-07 ASU_Constitution
IVA2-08 ASU_Bylaws

IVA3-01 District_Comm_Min
IVA3-02 Comm_Chair_Trainings
IVA3-03 Facilities_Alloc
IVA3-04 PR_Workflow
IVA3-05 IEC_Agenda
IVA3-06 AS_Agenda
IVA3-07 Senate_Min_Items4cd
IVA3-08 Budget_IEC_Item4d

IVA4-01 PEPC_PR
IVA4-02 IEC_Equity
IVA4-03 Senate_EMP
IVA4-04 Committee_Agendas

IVA5-01 Board_EMP_page6
IVA5-02 Board_GP_page17
IVA5-03 SOAA

IVA6-01 IEC_Min_Item5e
IVA6-02 Motion_Res_Form
IVA6-03 Status_Reports
IVA6-04 IEC_Final_Motions
IVA6-05 PG_Update

IVA7-01 IEC_Eval

STANDARD IV.B CHIEF EXECUTIVE OFFICER

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 President has the primary responsibility for the quality of the institution, providing leadership and strategic vision for LAVC as well as having responsibility and direct accountability for all College operations, as indicated in the President's job description. All faculty, staff, and administrators report to the President indirectly through one of the three vice presidents or directly for the following positions: the Dean of Institutional Effectiveness, the Executive Director of the LAVC Foundation, the Professional Development Coordinator, the Public Information Manager, the Executive Assistant, and an Administrative Assistant (**IVB1-01**_Acad_Aff_Org; **IVB1-02**_Student_Serv_Org; **IVB1-03**_Admin_Serv_Org; **IVB1-04**_President_Org).

The President provided leadership in setting strategic priorities of equity, access, and success. Based on reviews of College data on college-attendance rates of local students, disproportionate impact data, and completion data, the President has discussed long-term goals related to these priorities, including growing to 23,000 students, eliminating disproportionate impact, and increasing completion to 60 percent. In 2020, the President further elaborated on his vision that LAVC would be an anti-racist college, forming an Anti-Racism Taskforce to lead the work (**IVB1-05**_Antiracism_Website; **IVB1-06**_AR_Action_Plans). The President regularly discusses these goals at meetings with staff, the Guided Pathways Steering Committee, and many participatory governance committees, to ensure that these priorities permeate across the work of the institution (**IVB1-07**_GP_Notes).

The President meets biweekly with the Dean of Institutional Effectiveness, who has responsibility for coordinating and facilitating integrated planning efforts at the College (**IVB1-08**_Pres_Meetings). Annually, goals are set for the upcoming year related to planning. Throughout the year at the biweekly status meetings, progress of attaining the goals and implementing planning efforts is reviewed, assessments of institutional effectiveness are discussed, and areas in which adjustments are needed are identified.

The President also meets weekly with the Vice President of Administrative Services, who has responsibility for ensuring that the LAVC budgets appropriately enable the College to meet its mission and sustain strong fiscal health. Just prior to the pandemic, LAVC had a 10 percent surplus in the College's unrestricted general fund and was advancing on measures of both access and completion (see data on pp. 11-12 for FTES and dual enrollment; p. 17 for number of awards).

The President meets with the Budget Committee regularly to provide vision and leadership for major initiatives and efforts for improved budgeting and fiscal planning. Then, the Budget Committee makes recommendations to the Institutional Effectiveness Council (IEC), which in turn are forwarded to the President for action. As part of the College's participatory governance process, the Budget Committee works with the Vice President of Administrative Services for strategic input on fiscal planning and the development of procedures, policies, guidelines, timelines, and evaluation metrics for determining allocations and/or reductions of budget expenditures. The Budget Committee recommends budget policies and adjustments to the budget development process and cultivates policies that link resource allocation with the planning agenda presented in the Educational Master Plan. The Budget Committee also makes a recommendation as to the number of faculty positions to be hired in the coming academic year. After review by the IEC, the President ultimately accepts or rejects recommendations that come from the Budget Committee (**IVB1-09** Budget_Samples).

The President meets with the three vice presidents weekly at the Senior Staff meeting. The purpose of this meeting is to share information on major efforts at the College, review progress on implementing planning efforts, identify areas in which additional support are needed, and gather input for operational decisions that need to be made at the executive level (**IVB1-10** Senior_Staff_Agendas).

The President also meets with individual vice presidents in weekly or bi-weekly status meetings to review progress for each divisions' major goals and effectiveness (**IVB1-08** Pres_Meetings). On an annual basis, the President evaluates each of the vice presidents on their progress to achieving their goals and their leadership at the College, as well as identifying additional support and professional development that will enable them to advance even further (**IVB1-11** VP_Eval_Forms).

The President meets monthly with consultative groups, including the Academic Senate, AFT 1521, AFT 1521A, Teamsters 911, and SEIU 721 to discuss the direction of the College and identify ways the College can improve (**IVB1-08** Pres_Meetings).

The President meets monthly with the Leadership Team, which historically included managers and administrators at the College to discuss major initiatives of the College. This group was expanded in 2020 to also include the Academic Senate President, AFT 1521 Chapter President, and AFT 1521A Chapter President.

The President approves the hiring of all employees and works with the pertinent vice president on recruitment strategies and approval of selected candidates. The President directly participates in the final interviews for faculty and many key administrator positions (**IVB1-12** Faculty_Hiring_Handbook).

To ensure that faculty, staff, and administrators are supported in their professional development, the College hired a Professional Development Coordinator (PDC) in 2018, whose primary responsibility is to work with classified staff. In addition, the PDC collaborates with the Faculty PDC. The President meets with the two PD Coordinators regularly to discuss

professional development needs of faculty, staff, and administrators in meeting the College's mission and strategic priorities (**IVB1-08**_Pres_Meetings).

Ensuring a strong and functioning participatory governance process also helps to safeguard the quality of the institution. The College's primary participatory governance body, the IEC, is charged with making recommendations regarding planning, budgeting, and institutional effectiveness directly to the President. This committee is comprised of the chairs of the College's participatory governance committees, plus representatives of most constituent groups, and is the primary conduit for information and decision-making.

Analysis and Evaluation

The CEO has primary responsibility for the quality of the institution as evidenced by the job description and organizational chart (**IVB1-13**_President_Posting). The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as evidenced by the regular communication and meetings maintaining a focus on achieving the strategic priorities.

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 senior-level administrative structure of LAVC is the same as that of most colleges in the Los Angeles Community College District (LACCD), with one President, one Vice President of Administrative Services, one Associate Vice President of Administrative Services, one Vice President of Academic Affairs, and one Vice President of Student Services (**IVB1-01**_Acad_Aff_Org; **IVB1-02**_Student_Serv_Org; **IVB1-03**_Admin_Serv_Org). Furthermore, the College has one Dean of Institutional Effectiveness, one Executive Director of the LAVC Foundation, one Public Information Manager, and one Professional Development Coordinator that report directly to the President (**IVB1-04**_President_Org). The President delegates operational authority for functions of the College to the respective vice presidents, dean, executive director, manager, and coordinator to achieve their respective goals in service of the College's mission and strategic priorities. The President's approval is required for major initiatives, hiring, and in some instances, expenditures, and the President provides ongoing feedback on progress.

The Vice President of Academic Affairs delegates authority for operational leadership to five Deans of Academic Affairs. The deans lead all academic departments, grants coordination, distance education support, the library, the Academic Resource Center (including tutoring), catalog development, curriculum (in partnership with the Academic Senate), schedule production, the Transfer Alliance Program, and Service Learning.

Student Services is led by three deans who report to the Vice President of Student Services. The Vice President of Student Services also has three associate deans, one of whom has a split assignment serving as the College's Ombudsperson and reports to the President. The deans and associate deans provide operational leadership for Admissions and Records, Counseling, Financial Aid, Outreach, First Year Experience, Veteran's Services, EOPS/CARE/CAFYES, Disabilities, TRIO, Mosaic Center (Dream Resource Center and Black Scholars), Associated Student Union, Student Health Center, Child Development Center, student engagement, and student discipline.

The Vice President of Administrative Services delegates operational leadership to an Associate Vice President, Director of College Facilities, Bookstore Manager, Reprographics Supervisor, Community Services Manager, College Financial Administrator, and Single Point of Contact (SPOC) for Human Resources.

Analysis and Evaluation

The College is engaged in dialogue about re-organization to ensure that the structure and staffing will effectively support the attainment of the College's mission and goals. This discussion specifically considers implications from efforts related to Guided Pathways. It is anticipated that the outcome of the re-organization dialogue will confirm that overall, the current administrative staffing level is sufficient.

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 achievement and learning; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The Dean of Institutional Effectiveness reports directly to the President and leads an office with four analysts. The Office of Institutional Effectiveness (OIE) supports high-quality planning and ensures that the College and each area has access to data needed to support planning, especially student outcomes data, both summative and disaggregated. The Dean of IE coordinates the completion of program review and supports the Program Effectiveness and

Planning Committee (PEPC) in the completion of viability studies, when needed. The Dean, along with research analysts, provides data to various College constituencies to facilitate institutional effectiveness and to ensure that decisions are made based on data. The Dean of IE and the Vice President of Academic Affairs work closely with the Educational Planning Committee (EPC) on the development and implementation of the Educational Master Plan and the PEPC in program planning and student learning outcomes assessment cycles. The PEPC and the EPC make recommendations to the IEC, who sends them to the President. The IEC and the Budget Committee (that reports to the IEC) also work to ensure that priorities support program planning and the College's strategic priorities. The President meets with each to share a vision of continuous improvement in strengthening these connections, especially in a climate of limited resources. The planning and decision-making process are further described in the *Participatory Governance Handbook* (**IVB3-01** PG_ Handbook).

Specifically, the College's mission, core values, and strategic priorities are developed by the EPC and approved by the IEC; Institution-Set Standards and stretch goals are formulated by the PEPC and reviewed by the Academic Senate and the IEC. The PEPC facilitates the review of annual plans, comprehensive program reviews, the student learning outcomes assessment cycle, and evaluates program viability. The Outcomes Assessment Committee reports to the PEPC. Motions from the PEPC are sent to the IEC, who in turn forwards motions to the President.

The President's Office strengthens participatory governance through an administrative assistant who supports committees by preparing minutes, sending regular participatory governance updates to the campus community, and being available to research participatory governance issues.

Analysis and Evaluation
The President has established processes that: sets goals, establishes institutional performance standards for student achievement, incorporates the use of high-quality research, integrates planning and resource allocation, as well as procedures for overall planning and implementation.

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 President appoints the Accreditation Liaison Officer (ALO) and delegates to the ALO operational responsibility and authority for accreditation. The current ALO is the Vice President of Academic Affairs. The President meets with the Vice President of Academic Affairs/ALO bi-weekly (**IVB1-08** Pres_Meetings) and discusses accreditation requirements, including meeting

Eligibility Requirements, Accreditation Standards, and Commission policies. The President approves the submission of accreditation documents to the Commission, including the annual

reports, midterm reports, and the Institutional Self-Evaluation Report (ISER), which is also approved by the District Board of Trustees. In addition, the President serves on the District Accreditation Committee as the President representative for the District. Accreditation requirements are also discussed as needed with senior staff (the three vice presidents) and the Dean of Institutional Effectiveness.

The President also serves on the LAVC Accreditation Steering Committee and has attended all mega-meetings in preparation of this ISER. The Steering Committee includes representation from: the Academic Senate, AFT 1521, AFT 1521A, the Dean of Institutional Effectiveness, the three vice presidents, and the faculty accreditation chair (**IVB4-01** Accred_Samples).

The President, in concert with the Vice President of Academic Affairs/ALO, discusses accreditation with the campus community at the regular campus update during key milestones (**IVB4-02** Presidents_Update).

Analysis and Evaluation
The President plays a central role in the accreditation process, ensuring that the development of the ISER has integrity. The President appropriately delegates responsibilities to verify that LAVC continues to meet Standards and Eligibility Requirements even when the College is not undergoing accreditation.

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 charged with ensuring that the College adheres to all state and federal statutes and regulations, in addition to compliance with all Board Policies and Administrative Procedures. The President attends a monthly President's Council and a monthly Chancellor's Cabinet, where district-wide issues are discussed to ensure that practices on each campus are consistent and compliant with Education Code, Title 5 Regulations, Board Policies, and Administrative Procedures. The President also participates in the monthly Board Legislative Committee to stay abreast of proposed statutory changes.

The President has primary responsibility for budget oversight and management. Monthly reports are submitted on the College's budget status through the Office of the Vice President of Administrative Services, and each quarter the President and College leadership (vice presidents, Dean of Institutional Effectiveness, dean responsible for class scheduling, and faculty leadership) meet with the District Chief Financial Officer and her staff to review the College's budget status. The outcome of this meeting is reported to the Budget and Finance Committee

of the Board on a quarterly basis, where budget anomalies and budget deficits must be explained to the Board by the College President. The quarterly reports are also shared with the College by the Vice President of Administrative Services at the Budget Committee. Producing a

balanced budget is also a component of each president's evaluation by the Chancellor (**IVB5-01**_Accountability_Measures). For the past eight years, the College has ended each year with a positive ending budget balance. The ending balance as of June 30, 2021 is $7,668,920, significantly higher than any other college in the District (**IVB5-02**_End_Balance).

Analysis and Evaluation
The President ensures that the College adheres to all federal and state statutes and regulations, Board Policies, and Administrative Procedures. By meeting with both District fiscal administrators and College leadership, the President monitors College income and expenditures to ensure LAVC's financial integrity. One of the President's top priorities is to produce a balanced budget so that the College may continue to effectively provide top-notch educational programs and services to the students it serves.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The President is a Board member of the largest business and economic organizations in the region, the Valley Industry and Commerce Association (VICA) (**IVB6-01**_VICA_Lead_Board) and The Valley Economic Alliance (TVEA) (**IVB6-02**_TVEA_Directors). The President participates monthly with both board meetings and regularly attends organization events. The President also regularly communicates with the Valley Glen Neighborhood Association and has been interviewed for their association newsletter. The President is interviewed weekly by the Valley Star, the College's student-run newspaper, to further update the LAVC community. The President holds monthly town halls using YouTube, providing updates to the campus community. The President sends campus updates via email to the LAVC community and posts them on the President's webpage to ensure that it is available to the public (**IVB6-03**_Town_Halls_Updates).

The President regularly meets with local school districts, including the Local District Northeast (LDNE) Los Angeles Unified School District (LAUSD) area superintendent and administrators and Burbank Unified School District (BUSD) superintendent and administrators. During the meetings, the President provides updates on the College and discusses partnerships, especially the expansion of dual enrollment and projects to promote college-going cultures. During the President's first year at LAVC, he also met with each local high school principal.

The President has established a new connection with Grant High School, which sits across the street from LAVC. In addition to supporting the outreach efforts in Student Services and Academic Affairs to expand the College's dual enrollment offerings to primary feeder high

schools, part of the connection is to discuss the status of partnerships, such as dual enrollment courses, and what the College could do to strengthen its relationship with the high school.

The President holds Community Bond Oversight Committee (CBOC) meetings to ensure that members of the local community are informed and can ask questions about bond funded projects (**IVB6-04**_Sample_CBOC_Min). Note that CBOC is not the required District bond oversight committee. Rather, CBOC's purpose is to ensure that the local community is informed and has access to the College administration to ask questions.

Lastly, the President serves as an ex-officio member of the LAVC Foundation Board, comprised of a broad range of community members. The Foundation supports the College in a variety of ways, the most significant being providing scholarships for students and financial support for programs. The Foundation currently has over $8 million in assets for the benefit of LAVC (**IVB6-05**_Found_Bal_Jan22).

Analysis and Evaluation

Through a variety of means, the President communicates with the many elements of the campus community. In addition, through associations with community organizations, the President connects with the broader geographic locations that the College serves. The President has forged significant ties with area high schools and districts to promote LAVC's high-quality educational programs to prospective students from the high schools. Through various internet media (email, YouTube, etc.) the President delivers regular updates on College initiatives and events, in addition to providing information on how various local and broader issues may impact LAVC's campus community and its students.

IV.B CONCLUSION

The College President has responsibility for the quality of LAVC and provides effective leadership in planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness, evidenced by the strong data-focused efforts, strategic priorities, consultative processes, fiscal health, and fund balance. The President oversees and evaluates administrative structures and staffing consistent with similar colleges in the region evidenced by the comparison to similar colleges' budgeted positions. The President guides institutional improvements nurturing a collegial environment, regularly meeting with consultative groups, supporting participatory governance committees, and holding weekly open Campus Updates and monthly Student Townhalls through YouTube. The President has primary leadership, meeting with the ALO bi-weekly ensuring the Accreditation Standards and Eligibility Requirements are met. The President ensures that statutes, regulations, Board Policies, and Administrative Procedures are met and regularly engages with the community serving on local board for TVEA and VICA as well as meeting regularly with the local superintendent for LAUSD LDNE and BUSD.

Evidence List for IV.B

IVB1-01 Acad_Aff_Org
IVB1-02 Student_Serv_Org
IVB1-03 Admin_Serv_Org
IVB1-04 President_Org
IVB1-05 Antiracism_Website
IVB1-06 AR_Action_Plans
IVB1-07 GP_Notes
IVB1-08 Pres_Meetings
IVB1-09 Budget_Samples
IVB1-10 Senior_Staff_Agendas
IVB1-11 VP_Eval_Forms
IVB1-12 Faculty_Hiring_Handbook
IVB1-13 President_Posting

IVB3-01 PG_ Handbook

IVB4-01 Accred_Samples
IVB4-02 Presidents_Update

IVB5-01 Accountability_Measures
IVB5-02 End_Balance

IVB6-01 VICA_Lead_Board
IVB6-02 TVEA_Directors
IVB6-03 Town_Halls_Updates
IVB6-04 Sample_CBOC_Min
IVB6-05 Found_Bal_Jan22

STANDARD IV.C GOVERNING BOARD

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. [ER 7]

Evidence of Meeting the Standard

The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees (**DIVC1-01** BP2010). The Board has established policies that that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources, and Human Resources. Board policies in Chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance, and educational quality (**DIVC1-02** BP2200). BP 2410 indicates the process for creation and regular review of Board Policies (BP 2410 Board Policies and Administrative Procedures; **DIVC1-03** BP2410).

The Board assures its role through actions taken in regularly occurring monthly meetings (**DIVC1-04** BOTMtgSchedule; **DIVC1-05** BOTAgenda050521) and through an established committee structure defined in Board Policy 2220 (**DIVC1-06** BP2220). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity (**DIVC1-07** BudFinCmtMin012021; **DIVC1-08** FMPOCMins111820; **DIVC1-09** IESSMins021721; **DIVC1-10** LegPubMins031721). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (**DIVC1-11** BoardGoals042922V2).

Analysis and Evaluation

Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs, and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees, and Board policy actions.

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.

Evidence of Meeting the Standard

The Board is committed to an ethical code (**DIVC2-01** BP2715), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual

members (**DIVC2-02**_BOTOrientation; **DIVC2-03**_BOTOrientationProc; **DIVC2-04**_BOTStudentOrient21; **DIVC2-05**_BOTStudentCM). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training (**DIVC1-11**_BoardGoals042922V2). ACCJC training was provided during a public session to meet this goal (**DIVC2-06**_BOT_ACCJC_051721).

Analysis and Evaluation

Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialogue and debate prior to making decisions and stand behind the final board action once taken. The Board conducts an annual self-evaluation including areas of Board interactions and sets goals as needed for improvement on any areas of weakness.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 (**DIVC3-01**_BR10309pgs14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 (**DIVC3-02**_BR10105_13). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435, respectively, upon approval of the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the Board through the board goals, board self-evaluation process, and Chancellor's evaluation (**DIVC1-11**_BoardGoals042922V2). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal (**DIVC3-03**_BOTSpecMtg012022; **DIVC3-04**_ChanEmpApproval). The current Chancellor has been in office since 2014.

AP 7120 defines the selection process for College Presidents (**DIVC3-05**_AP7120). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session (**DIVC3-06**_ELACPresAppt). All contract renewals are based on annual evaluations with final approval by the Board (**DIVC3-07**_PresContractExt).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 (**DIVC3-08**_HR_E210). Annual evaluations (**DIVC3-09**_BOT_CS_011222) review the performance of the senior academic executives through the use of the District's Self-Assessment Instrument (**DIVC3-10**_HR_E210A). The individual being evaluated is provided the opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the District's Senior Academic Executive Evaluation Data Collection Instrument (**DIVC3-11**_HR_E210B). Contributor groups include faculty, staff, and administrative representatives.

AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role.

The current LAVC President has been in place since August 2019 (**IVC3-01**_Foundation_News).

Analysis and Evaluation
The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

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. [ER 7

Evidence of Meeting the Standard
The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole (**DIVC4-01**_BP2100). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (**DIVC4-02**_BP2015; **DIVC4-03**_StudentTrusReso).

BP 2200 (**DIVC1-02**_BP2200) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (**DIVC4-04**_BP2710) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (**DIVC2-01**_BP2715) provides ethical rules for protecting the District from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (**DIVC4-05**_BP2310; **DIVC1-05**_BOTAgenda050521). In addition,

members of the public may request an item on the agenda for Board consideration (**DIVC4-06** BP2340).

Each Board member completes a statement of economic interests in accordance with the law and BP 2710 (**DIVC4-04** BP2710). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (**DIVC2-01** BP2715). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (**DIVC4-07** BOTSpecMtg012222; **DIVC4-08** BOTSelfAssess0122; **DIVC4-09** ACCTPresentation).

Analysis and Evaluation

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds monthly meetings and subcommittee meetings that allow for public participation and dialogue on District issues. Transparency and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

IV.C.5 The governing board establishes policies consistent with the college/district/system 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.

Evidence of Meeting the Standard

The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, institutional performance, and educational quality (**DIVC1-02** BP2200). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (**DIVC5-01** IESSPolicyRev). As described in Standard IVC1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies, and programmatic changes.
Committee	Area of Policy Oversight
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the District, and review the work of the Internal Audit Unit.
Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the District's interests.
Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, District energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (**DIVC1-03** BP2410). The Board establishes the District Mission (**DIVC5-02** BP1200), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (**DIVC5-03** BOT_DSP011018pg99), College Mission statements (**DIVC5-04** IESSAgen011922; **DIVC5-05** BOT_LAMC020222) and College Educational Master Plans (**DIVC5-06** BOT_EMP110420) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (**DIVC5-07** IESS_SEMP081920). The IESS also reviews college outcomes, including Institution-Set Standards and Stretch Goals on a regular basis (**DIVC5-08** IESS_Agenda31622). The Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (**DIVC5-09** BudFin051921). In addition, the

board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (**DIVC4-07**_BOTSpecMtg012222; **DIVC4-08**_BOTSelfAssess0122; **DIVC4-09**_ACCTPresentation; (**DIVC1-11**_BoardGoals042922V2). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation

The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality, and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board as defined in policy.

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.

Evidence of Meeting the Standard

The Board defines its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of the Board Policies:

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (**DIVC1-01**_BP2010) BP 2015 Student Trustee (**DIVC4-02**_BP2015)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (**DIVC1-02**_BP2200) BP 2410 Board Policies and Administrative Procedures (**DIVC1-03**_BP2410)
Board Structure	BP 2210 Officers (**DIVC6-01**_BP2210) BP 2220 Committees of the Board (**DIVC1-06**_BP2220)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (**DIVC6-02**_BP2305) BP 2310 Regular Meetings of the Board (**DIVC4-05**_BP2310) BP 2315 Closed Sessions (**DIVC6-03**_BP2315) BP 2330 Quorum and Voting (**DIVC6-04**_BP2330) BP 2340 Agendas (**DIVC4-06**_BP2340) BP 2355 Decorum (**DIVC6-05**_BP2355) BP 2430 Delegation of Authority to the Chancellor (**DIVC6-06**_BP2430) BP 2610 Presentation of Initial Collective Bargaining Proposals (**DIVC6-07**_BP2610) BP 2716 Board Political Activity (**DIVC6-08**_BP2716) BP 2720 Communications Among Board Members (**DIVC6-09**_BP2720) BP 2745 Board Self-Evaluation (**DIVC6-10**_BP2745)

The Board Policies are housed publicly on BoardDocs (**DIVC6-11** BPsonBoardDocs), which is accessible from the District's homepage (**DIVC6-12** LACCDWebsiteHome).

Analysis and Evaluation

The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval (**DIVC6-13** BOTApprCh2Policies).

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.

Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies. Regular meetings are held monthly (**DIVC7-01** BOTMtgSchedBDocs) and established subcommittees meet regularly in accordance with policy (**DIVC7-02** SubcmtMtgPostings). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and to establish goals for improvement (**DIVC4-07** BOTSpecMtg012222; **DIVC4-08** BOTSelfAssess0122; **DIVC4-09** ACCTPresentation).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous 18 chapters of Board Rules were converted to seven Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (**DIVC7-03** BPAPMatrix). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (**DIVC7-04** DASCh5Approval; **DIVC7-05** SACCh5Approval). The Board approved the newly reformatted chapters and rescinded legacy policies (**DIVC7-06** BOTCh4Approval). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (**DIVC6-13** BOTApprCh2Policies).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (**DIVC7-07** BP2410). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (**DIVC7-08** GovHandbook; **DIVC7-09** AP2510Draft). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (**DIVC1-03** BP2410). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent

with the law and the operations of the District (**DIVC7-08** GovHandbook). All Policies are reviewed for effectiveness and brought to Board for review through noticing (**DIVC7-10** BOTNoticing) and approval of the Board (**DIVC7-06** BOTCh4Approval), and for more detailed review at the subcommittee level as needed (**DIVC7-11** IESSCh4Review). The Board is informed in their decision-making by a system of consultation (**DIVC7-12** BP2510; **DIVC7-09** AP2510Draft) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (**DIVC7-13** BP2900; **DIVC7-14** AP4100).

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.

Evidence of Meeting the Standard

The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This subcommittee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies, and programmatic changes (**DIVC1-06** BP2220). The IESS has regular reviews of progress made on the District Strategic Plans (**DIVC8-01** IESSStudOut051921; **DIVC8-02** IESSAwardTrends). In addition, the committee regularly works with staff to review success issues of importance (**DIVC8-03** AB705English, **DIVC8-04** IESSEquityPlans).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (**DIVC8-05** BOTRevLocalGoals). The Board also uses the Committee of the Whole to investigate important student success subjects (**DIVC8-03** AB705English; **DIVC8-06** COW_AAOI). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (**DIVC1-11** BoardGoals042922V2).

Analysis and Evaluation

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

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.

Evidence of Meeting the Standard

Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years (**DIVC4-01**_BP2100). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (**DIVC9-01**_BP2740), that includes a review of the roles and responsibilities of Trustees (**DIVC4-07**_BOTSpecMtg012222; **DIVC4-08**_BOTSelfAssess0122; **DIVC4-09**_ACCTPresentation).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (**DIVC9-02**_BOT_PD040319; **DIVC9-03**_BOT_PD010820). These events include various strands of development surrounding institutional effectiveness, student success, and innovative means for supporting students (**DIVC9-04**_ACCT2019). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students, and other success areas (**DIVC9-05**_BOT_PD100219; **DIVC9-06**_BOT_PD120419). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues (**DIVC9-07**_COW_AB705_042419; **DIVC9-08**_COWBudEnroll060320).

Analysis and Evaluation

The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

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.

Evidence of Meeting the Standard

The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals (**DIVC6-10**_BP2745). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (**DIVC4-08**_BOTSelfAssess0122). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process (**DIVC10-01**_BOTSpecMtg012021; **DIVC10-02**_BOTSpecMtg020621). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (**DIVC4-07**_BOTSpecMtg012222; **DIVC4-09**_ACCTPresentation; (**DIVC1-11**_BoardGoals042922V2).

Analysis and Evaluation

The Board has established policies dictating annual self-evaluations and goal-setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

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. [ER 7]

Evidence of Meeting the Standard

BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office (**DIVC4-04**_BP2710). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of Board operations (**DIVC4-04**_BP2710). The Board members annually submit these disclosures (**DIVC11-01**_Form700). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (**DIVC2-01**_BP2715). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (**DIVC11-02** BP6410). The policy calls for complaints made regarding the Board of Trustees acting as a whole to be referred to the state Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (**DIVC2-01** BP2715).

Analysis and Evaluation

The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure adherence to the ethical code and that there are no conflicts to prevent the Board from operating in the best interest of the District. The Board adheres to its policies and annually submits economic interest disclosures for public review.

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.

Evidence of Meeting the Standard

The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (**DIVC6-06** BP2430). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (**DIVC1-03** BP2410). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (**DIVC6-06** BP2430). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (**DIVC12-01** ChanRptpg16).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board goal-setting process (**DIVC1-11** BoardGoals042922V2). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting sessions (**DIVC6-06** BP2430). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the *District Governance Handbook* (**DIVC7-08** GovHandbook), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation

The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of Board goals, and the evaluation of the Chancellor based on Board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the District.

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.

Evidence of Meeting the Standard

The Board is provided with information on the role of the Board in their initial orientation (**DIVC2-02** BOTOrientation; **DIVC2-03** BOTOrientationProc; **DIVC2-04** BOTStudentOrient21; **DIVC2-05** BOTStudentCM). In addition, the Board has established Board education on accreditation as one of its Board Goals (**DIVC1-11** BoardGoals042922V2). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role (**DIVC2-06** BOT_ACCJC_051721; **DIVC13-01** BOTACCJCTrain051621).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (**DIVC1-06** BP2220). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (**DIVC13-02** IESS_Midterm012220). The Board as a whole is presented with and approves all accreditation reports (**DIVC13-03** BOT_ACCJC_020520).

Analysis and Evaluation

The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal-setting process.

IV.C CONCLUSION

The Los Angeles Community College District has established Board Policies defining the composition of the Board and its duties. The Board shows a deep commitment to institutional effectiveness, sound financial decision-making, and the success of the colleges and students throughout the District. Its commitment to be informed on all aspects pertaining to the District under its purview is demonstrated through its committee structure, which allows for Board

dialogue on issues such as budgets and finances, facilities development and maintenance, legislative affairs, student success, and institutional effectiveness. The Board, through its operations, has lived its commitment to the mission of the District, consistently striving for improved student outcomes, equitable access and achievement, and expansion of student and community support services.

The Board has demonstrated regular policy development and review through its adoption of the Community College League of California model Board Policies – and through its years-long process of evaluating new Board Policies – to ensure that effective use of policy-level language is consistent with the mission to ensure the quality, integrity, and improvement of learning programs and student services. This process was launched in alignment with the District's Strategic Plan and Board Goals.

The Board has approved budget policies and a Budget Allocation Model for the effective allocation of funds and resources necessary to support learning programs and student services throughout the District. The Board has delegated responsibility and authority to the Chancellor to implement Board Policies and ensure effective operations of the District and its colleges. The Board conducts its business in a public and transparent fashion within its established Board Policies. The Board engages in robust dialogue on the needs of the District and recognizes that authority rests with the Board as a whole and not with individual Trustees.

The Board has a consistent and ongoing process of self-evaluation, integrated with the establishment of Board Goals. These goals are established in support of institutional effectiveness and to promote student access and achievement. The Board works through the Chancellor to operationalize responses to these goals and holds him accountable for associated results. Board members engage in an initial orientation and ongoing training to support understanding of their roles and responsibilities. The Board has policies in place to prevent undue influence and conflicts of interest. The Board conducts its business within the constructs of its policies and in support of the success of the District and its colleges.

Evidence List for IV.C

DIVC1-01_BP2010
DIVC1-02_BP2200
DIVC1-03_BP2410
DIVC1-04_BOTMtgSchedule
DIVC1-05_BOTAgenda050521
DIVC1-06_BP2220
DIVC1-07_BudFinCmtMin012021
DIVC1-08_FMPOCMins111820
DIVC1-09_IESSMins021721
DIVC1-10_LegPubMins031721
DIVC1-11_BoardGoals042922V2

DIVC2-01_BP2715
DIVC2-02_BOTOrientation
DIVC2-03_BOTOrientationProc
DIVC2-04_BOTStudentOrient21
DIVC2-05_BOTStudentCM
DIVC2-06_BOT_ACCJC_051721

DIVC3-01_BR10309pgs14-18
IVC3-01_Foundation_News
DIVC3-02_BR10105_13
DIVC3-03_BOTSpecMtg012022
DIVC3-04_ChanEmpApproval
DIVC3-05_AP7120
DIVC3-06_ELACPresAppt
DIVC3-07_PresContractExt
DIVC3-08_HR_E-210
DIVC3-09_BOT_CS_011222
DIVC3-10_HR_E-210A
DIVC3-11_HR_E-210B

DIVC4-01_BP2100
DIVC4-02_BP2015
DIVC4-03_StudentTrusReso
DIVC4-04_BP2710
DIVC4-05_BP2310
DIVC4-06_BP2340
DIVC4-07_BOTSpecMtg012222
DIVC4-08_BOTSelfAssess0122
DIVC4-09_ACCTPresentation

DIVC5-01_IESSPolicyRev
DIVC5-02_BP1200
DIVC5-03_BOT_DSP011018pg99
DIVC5-04_IESSAgen011922
DIVC5-05_BOT_LAMC020222
DIVC5-06_BOT_EMP110420
DIVC5-07_IESS_SEMP081920
DIVC5-08_IESS_Agenda31622
DIVC5-09_BudFin051921

DIVC6-01_BP2210
DIVC6-02_BP2305
DIVC6-03_BP2315
DIVC6-04_BP2330
DIVC6-05_BP2355
DIVC6-06_BP2430
DIVC6-07_BP2610
DIVC6-08_BP2716
DIVC6-09_BP2720
DIVC6-10_BP2745
DIVC6-11_BPsonBoardDocs
DIVC6-12_LACCDWebsiteHome
DIVC6-13_BOTApprCh2Policies

DIVC7-01_BOTMtgSchedBDocs
DIVC7-02_SubcmtMtgPostings
DIVC7-03_BPAPMatrix
DIVC7-04_DASCh5Approval
DIVC7-05_SACCh5Approval
DIVC7-06_BOTCh4Approval
DIVC7-07_BP2410
DIVC7-08_GovHandbook
DIVC7-09_AP2510Draft
DIVC7-10_BOTNoticing
DIVC7-11_IESSCh4Review
DIVC7-12_BP2510
DIVC7-13_BP2900
DIVC7-14_AP4100

DIVC8-01_IESSStudOut051921

DIVC8-02_IESSAwardTrends

DIVC8-03_AB705English

DIVC8-04_IESSEquityPlans

DIVC8-05_BOTRevLocalGoals

DIVC8-06_COW_AAOI

DIVC9-01_BP2740

DIVC9-02_BOT_PD040319

DIVC9-03_BOT_PD010820

DIVC9-04_ACCT2019

DIVC9-05_BOT_PD100219

DIVC9-06_BOT_PD120419

DIVC9-07_COW_AB705_042419

DIVC9-08_COWBudEnroll060320

DIVC10-01_BOTSpecMtg012021

DIVC10-02_BOTSpecMtg020621

DIVC11-01_Form700

DIVC11-02_BP6410

DIVC12-01_ChanRptpg16

DIVC13-01_BOTACCJCTrain051621

DIVC13-02_IESS_Midterm012220

DIVC13-03_BOT_ACCJC_020520

STANDARD IV.D MULTI-COLLEGE DISTRICTS OR SYSTEMS

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 the colleges and the district/system.

Evidence of Meeting the Standard

The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan (**DIVD1-01** DSP18-23) and through the establishment of a clear vision for District success and equity (**DIVD1-02** FrmwrkRacEquity20). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (**DIVD1-03** BoardGoals2022).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor (**DIVD1-04** BP2430). Any administrative action required by decisions of the Board are the purview of the Chancellor. Board Policy 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal-setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

The District has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. Board Policy 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of District property, procurement, budget, accounting, audits, and the protection of assets and persons (**DIVD1-05** BP6100). The Chancellor has the authorization, granted to him by Board Policy 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures (**DIVD1-06** BP7110).

The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each college, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC). This group is also known as the Chancellor's Cabinet.

Analysis and Evaluation

The District has a thoroughly defined system of responsibility that delineates the functions of the District administration and the College administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the colleges and the ESC to his Cabinet.

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.

Evidence of Meeting the Standard

The ESC provides centralized support to all colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation, and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices (**DIVD2-01** DPC052821).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (**DIVD2-02** AccredCmt082120; **DIVD2-03** AccredMatrix). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

In order to assure that the District is supporting the colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit-specific evaluations, and regularly occurring service surveys. The District has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from college groups on District support, which are used to improve service and support for colleges. The details of these evaluations are provided in Standard IVD7 (**DIVD2-04** GovSurveySpr21; **DIVD2-05** GovSurveyResults21).

Analysis and Evaluation

The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

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.

Evidence of Meeting the Standard

The District has a process for allocating sufficient resources to the colleges. The Budget Allocation Model was developed and approved through District Governance (**DIVD3-01** ECDBCAgenda042319; **DIVD3-02** DBCMins051519) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (**DIVD3-03** DBC060921). Governance groups regularly review allocation processes and policies, including college deficit and debt. The DBC recommended and the Board approved a new debt policy (**DIVD3-04** DebtModel) that takes into consideration the needs of the colleges, cost controls, and accountability (**DIVD3-05** AcctbltyModel).

The LACCD most recent annual audit demonstrates the District reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits (**DIVD3-06** ExtAuditRep2020).

Analysis and Evaluation

The District has an approved allocation model that focuses on providing resources to colleges to support college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college level as well as district-wide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the District reviews and controls expenditures district-wide.

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.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing district policies at their respective colleges. These responsibilities include providing effective educational programs and student support services; ensuring compliance with all accreditation eligibility requirements and standards; the effective planning and management of operational budgets to meet annual budget targets; assessing the effectiveness

of all college planning efforts and overseeing the implementation of college bond and capital construction programs (**DIVD4-01**_LAVC_President).

College presidents also have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its educational mission, maintain FTES, and ensure college budgets are balanced with appropriate funding for operations throughout the year (**DIVD3-05**_AcctbltyModel).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. 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 (**DIVD4-02**_HR_E-210A). At least once every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and if needed, recommendations for improvement (**DIVD4-03**_HR_E-210B; **DIVD4-04**_HR_E-210C).

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 college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The District has a detailed process for planning and evaluation at the district level. These processes guided by the District Mission and Strategic Plan (DSP) (**DIVD5-01**_LACCDDSP). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (**DIVD5-02**_DPC_DSP062017). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership (**DIVD5-03**_DPC_DSPRecs).

The District Strategic Plan was approved by the Board in January 2018 (**DIVD5-04** BOTAgenda011018); it outlines the overall goals of the District and allows the colleges to align their strategic plans according to college core values and planning cycles. LAVC aligns its goals and objectives in the Educational Master Plan to the DSP (**IVD5-01** LAVC_EMP). The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee (**DIVD5-05** IESS_Planning) and approved by the Board as a whole (**DIVD5-06** BOTAgendaCollPlan).

Analysis and Evaluation

The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan, through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The District also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

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.

Evidence of Meeting the Standard

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (**DIVD6-01** IESSAgenda032019; **DIVD6-02** BOTAgenda040319). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes (**DIVD6-03** BoardDocsCmts; **DIVD6-04** BDocsSamplePost; **DIVD6-05** DASAgenda050919). This allows all constituents the ability to review decisions made by the Board, Academic Senate, and other governance groups as they are made, search for particular topics, or review them at a later time.

The District utilizes its robust system of governance committees, consultation councils, and operational groups to ensure effective and timely communication between the District and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss district-wide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups, or other organizational groups. The following administrative groups represent the organizations' efforts to ensure District decisions are discussed by those

impacted across all colleges: Admissions and Records Committee (**DIVD6-06** A&RAgenda062221); Chief Instructional Officers Council (**DIVD6-07** CIOCouncil040721); Chief Student Services Officer Council (**DIVD6-08** CSSOCouncil050421); District Administrative Council (**DIVD6-09** DACAgenda062521); District Adult Education Deans Committee (**DIVD6-10** AEDeans031921); District Career Education Deans Committee (**DIVD6-11** CEDDeans011322); Financial Aid Committee (**DIVD6-12** FACAgenda050621).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and district-wide decisions (**DIVD6-13** DASExecCons061121; **DIVD6-14** AFT1521Cons061421). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in ensuring that information flows from the District to the colleges, and that colleges provide input to the District on important issues. The representatives of these groups report back to the colleges.

The Chancellor also meets regularly with the College Presidents through two committees. The Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on district-wide issues that are brought forward by the District or the college presidents (**DIVD6-15** Cabinet03112020). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (**DIVD6-16** PresCouncil020720).

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (**DIVD6-17** GovSurvComp21). The evaluations noted a need to improve communication and dissemination of actions taken.

Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (**DIVD6-18** ChanMoRpt0621). In fall 2021, the District launched the quarterly "Governance Update" that provides a summary of decisions made by each of the six district-wide governance groups and highlights of other important topics occurring throughout the District (**DIVD6-19** EPIEGovNewsltr).

Analysis and Evaluation

The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making

materials and report out of actions taken. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor's reports and quarterly Governance Updates have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

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.

Evidence of Meeting the Standard

The District clearly defines the roles of the District divisions and colleges in the *District Governance Handbook* (**DIVD7-01** GovHandbook). This document is regularly reviewed through the District governance committees - surveys and committee evaluations, unit-specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

The district-level Governance and Decision Making Assessment Survey (**DIVD6-17** GovSurvComp21) 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 Student Organizations.
- Effectiveness of district-level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goal-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).
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of district-wide decision making in relation to the District's stated goals.

The District's Educational Programs and Institutional Effectiveness division conducts, analyzes, and disseminates the surveys (**DIVD7-02** GovSurveyComp2019). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (**DIVD7-03** DPCSurveySp21). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (**DIVD7-04**_DBCSelEvalF20; **DIVD7-05**_DPCSelfEvalSp22). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services provided by the ESC and how to improve them in the future (**DIVD7-06**_ESCSurveyResults21). The survey seeks input common across all units that include the following questions:

1. I am able to connect with a representative from the office when I need help.
2. The office responds to my queries or requests in a timely manner.
3. The office keeps me informed about the progress of my inquiries or requests.
4. The office explains issues in terms that are understandable.
5. I am able to get the help or information that I need from the office.
6. I am satisfied with the performance of your office overall.

These evaluations are used to improve services provided to the Colleges and as part of the overall assessment of role delineation.

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the colleges. In 2018, the District began a process of evaluating information technology infrastructure and services (**DIVD7-07**_ITEvalApproval). The resulting evaluation provided recommendations for the improvement of IT and its support to the colleges (**DIVD7-08**_ITEvalSummary). The recommendation led to a significant shift to a centralized model of IT in an effort to support the colleges in meeting their missions (**DIVD7-09**_ITServiceModel). The District also contracted an external evaluation of Human Resources (**DIVD7-10**_HREvalContract). The resulting evaluation was used to guide improvements in Human Resources to better support the colleges, including improvements in policies and practices and utilizing automation and technology to increase support (**DIVD7-11**_HRUpdates19). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the colleges.

IV.D CONCLUSION

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each college. The District governance, operations, and planning must balance these unique needs with the broader commitment of the District to all that it serves.

The District has a defined organizational and governance structure. The Chancellor serves as the Chief Executive Officer of the District and sole employee of the Board of Trustees. Through Board Policy, he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the college Presidents and developed district-level operations to support the colleges within a consistent framework and structure. The delineation of duties between the District and colleges is defined in the Board Policies, Administrative Procedures, and in the *District Governance Handbook*. The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of district- and college-level work is exemplified in institutional planning. The District has a defined process for the development of its strategic plan, which includes all colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all colleges. While each college develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or district-wide approaches are best able to enhance organizational effectiveness.

Evidence List for IV.D

DIVD1-01_ DSP18-23
DIVD1-02_ FrmwrkRacEquity20
DIVD1-03_ BoardGoals2022
DIVD1-04_ BP2430
DIVD1-05_ BP6100
DIVD1-06_ BP7110

DIVD2-01_ DPC052821
DIVD2-02_ AccredCmt082120
DIVD2-03_ AccredMatrix
DIVD2-04_ GovSurveySpr21
DIVD2-05_ GovSurveyResults21

DIVD3-01_ ECDBCAgenda042319
DIVD3-02_ DBCMins051519
DIVD3-03_ DBC060921
DIVD3-04_ DebtModel
DIVD3-05_ AcctbltyModel
DIVD3-06_ ExtAuditRep2020

DIVD4-01_ LAVC_President
DIVD4-02_ HR_E-210A
DIVD4-03_ HR_E-210B
DIVD4-04_ HR_E-210C

DIVD5-01_ LACCDDSP
DIVD5-02_ DPC_DSP062017
DIVD5-03_ DPC_DSPRecs
DIVD5-04_ BOTAgenda011018
DIVD5-05_ IESS_Planning
DIVD5-06_ BOTAgendaCollPlan
IVD5-01_ LAVC_EMP

DIVD6-01_ IESSAgenda032019
DIVD6-02_ BOTAgenda040319
DIVD6-03_ BoardDocsCmts
DIVD6-04_ BDocsSamplePost
DIVD6-05_ DASAgenda050919
DIVD6-06_ A&RAgenda062221
DIVD6-07_ CIOCouncil040721
DIVD6-08_ CSSOCouncil050421
DIVD6-09_ DACAgenda062521
DIVD6-10_ AEDeans031921
DIVD6-11_ CEDDeans011322
DIVD6-12_ FACAgenda050621
DIVD6-13_ DASExecCons061121
DIVD6-14_ AFT1521Cons061421
DIVD6-15_ Cabinet03112020
DIVD6-16_ PresCouncil020720
DIVD6-17_ GovSurvComp21
DIVD6-18_ ChanMoRpt0621
DIVD6-19_ EPIEGovNewsltr

DIVD7-01_ GovHandbook
DIVD7-02_ GovSurveyComp2019
DIVD7-03_ DPCSurveySp21
DIVD7-04_ DBCSelEvalF20
DIVD7-05_ DPCSelfEvalSp22
DIVD7-06_ ESCSurveyResults21
DIVD7-07_ ITEvalApproval
DIVD7-08_ ITEvalSummary
DIVD7-09_ ITServiceModel
DIVD7-10_ HREvalContract
DIVD7-11_ HRUpdates19

Quality Focus Essay

Los Angeles Valley College's current Mission Statement, Core Values, and Educational Master Plan goals reflect the College's drive to empower students to advance their education by successfully completing courses, persisting from term to term, and fulfilling their scholastic goals. During the last two years, the College also articulated a formal commitment to elimination of racial equity gaps and transforming into a Guided Pathways institution. It is through these lenses that the College identified Action Projects aligning with its three strategic priorities of access, equity, and student success.

Implementation of the activities for each Action Project is expected to further increase the College's capacity to provide innovative strategies for increasing student achievement and learning to exceed the College's Institution-Set Standards in course completion, degree and certificate completion, job placement rates, and transfer over the next accreditation cycle. In addition, the College wants to support its racially minoritized student populations with strategies that incorporate more classroom-focused equity efforts, engage instructional faculty, and promote transfer and completion of associate degrees and certificates.

LAVC has identified three Action Projects:

1. Basic Needs Support

Students are not systematically (or at scale) being screened for basic needs support, including housing, nutrition, transportation, and childcare, and are not being consistently connected to services that can address these needs. Studies indicate that students facing food or housing insecurity have lower GPAs, poorer health, and higher rates of depression and anxiety than those who do not face these issues. Growing evidence suggests that students who have access to public benefits and campus supports are more likely to graduate (Hope Center, 2021).

- The number of LAVC students who experiences at least one form of basic needs insecurity is 65%.
- At LAVC, 15% of students who experienced basic needs insecurity used emergency aid, but 40% had not heard of emergency aid programs on campus.
- 54% of students experiencing basic needs insecurity did not apply for campus supports because they did not know how.

A **survey of LAVC students** in fall 2020 asked students which basic needs they need help with from the College:

- One in three reported needing help with nutrition/food.
- One in six reported needing help with housing.
- Fifteen percent needed help with transportation, 15% with healthcare, 14% with mental healthcare and 6% with child care.

Many of the College's disproportionately impacted populations are more likely to experience basic needs insecurities, and are less likely to apply for and receive help. By providing students with information about existing supports from day one, they will feel more empowered to seek assistance when and if they need it. Similarly, identifying and targeting outreach to students who may be eligible for benefits before they need them will help normalize the conversation about access to public benefits.

The following activities are related to **Action Project #1 Basic Needs Support**:

- Hire unclassified paid interns and federal work study students to serve as Basic Needs Navigators to connect students to college, local, state, and federal resources. The navigators will work under the Basic Needs Coordinator/Counselor, connect students with services, help students navigate paperwork, and be used to staff a future Basic Needs Center.

  The navigators provide services such as:

  a. Assisting students in determining eligibility for public benefits such as Unemployment Insurance, Pandemic Unemployment Assistance, and the Supplemental Nutrition Assistance Program.
  b. Guiding students through complex application processes for public benefits.
  c. Providing timely information about local, state, and federal policies or programs including eviction moratoriums, free technology services, bill-paying assistance, and student loan forgiveness.
  d. Helping students navigate their school's procedures for securing emergency funding or appealing financial aid packages.
  e. Connecting students to community resources including food pantries, mutual aid organizations, mental health providers, transportation assistance, and industry-specific emergency grants.

- Screen students for unmet basic needs through:

  a. Question on CCC Apply, part of the College's onboarding process
  b. Question in online Comevo Orientation
  c. Academic Achievement Alert

- Establish physical and virtual spaces for the basic needs program.
- Establish an awareness campaign for students, faculty, and staff about the basic needs program along with professional development on trauma-informed approaches.
- Provide suggested sample syllabus language on basic needs.
- Grow relationships with community organizations.

2. Increase Retention/Persistence

Per the Integrated Postsecondary Education Data System (IPEDS), LAVC has a better rate of fall-to-fall retention for first-time/full-time students than the two-year public college average (73% versus 62%; data represents retention rates for fall 2018 cohort). However, the fall-to-fall retention rate for first-time/part-time students is worse than the two-year public college average (41% versus 44%), and the majority of LAVC students are part-time. In addition, first-year persistence dropped since 2014 at 55% (fall 2019).

Low retention and persistence rates impact the ability for students to complete their educational goal to earn a certificate and/or degree and transfer. IPEDS lists the rate of LAVC's students not completing a degree/certificate nor transfer in three years at 46% (the two-year public college average is 42%). In addition, there are significant differences in completion rates among black (13%), Hispanic (22%), Asian (45%), two or more races (29%), and white (36%) LAVC students. This discrepancy is also indicated among student groups who did not complete (earn a certificate/degree nor transfer): black (53%), Hispanic (51%), Asian (32%), two or more races (48%), and white (37%).

In building on LAVC's efforts to institutionalize its Guided Pathways framework, the following activities are related to **Action Project #2 Increase Retention and Persistence**:

- Increase sections offered for College Studies 101 (fall 2020 to fall 2021 – 250 students enrolled in regular sections plus 91 students in dual enrollment sections).
- Pursue grants and/or categorical funding to provide Peer Mentors (students) who will meet with students to share their experiences as an LAVC student and help fellow students better navigate challenges, build a support network, and connect students to college resources.
- Create Communities of Practice and increase total number of faculty participating in professional development focused on instruction that engages students through active and experiential learning, relates coursework to students' lived experience, is culturally responsive and race conscious, identifies assignment-level friction points using student data, and creates shared resources to support student success in their courses.
- Promote and expand use of the newly revived Academic Achievement Alert (previously known as early alert) so that classroom instructors can refer students to support services.

- Investigate establishing Career and Academic Pathway (CAP) spaces for equity-minded practices to increase milestone completion for students within the CAP, including a peer mentoring space.
- Pursue grants and/or categorical funding to provide Success Coaches (counseling interns) who will offer students personalized support, resources, information regarding campus policies and procedures, and CAP-specific activities. Success Coaches will also provide critical follow-up with students to assist with milestone completion.
- Develop a Communication/Intervention Plan around milestones.

3. Anti-Racism: Building on LAVC's Call to Action Plan

LAVC recognizes that by virtue of its position as an institution of higher education and role in the community, the College has the opportunity and the obligation to be an agent of change in addressing racial inequalities. As such, and in response to the uprising and racial reckoning of summer 2020, LAVC commits to being an anti-racist institution and to working towards equity and social change.

The National Assessment of Collegiate Campus Climates (NACCC) conducted a survey of LAVC students in fall 2020. The survey indicated different experiences between White students and students of color. For example, 71% of White students indicated they mostly matter or strongly matter in classes with White professors whereas 68% of students of color indicated they mostly matter or strongly matter in classes with White professors. Eighty percent of White students felt moderately included or completely included on campus whereas only 66% of students of color felt moderately included or completely included on campus.

To further close these gaps, the College's Call to Action Plan commits to building standards for inclusive teaching and environments by improving racial literacy and racial competency; creating greater understanding of the impact of micro-aggressions on learning and well-being; and recognizing race-related stress and racial trauma on campus.

The following activities are related to **Action Project #3 Anti-Racism—Building on LAVC's Call to Action Plan**:

- Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations.
- Form teams to evaluate existing campus policies and practices that include members of the department/office, external campus members, and students to ensure that LAVC's institutional policies and practices do not support racist social structures.
- Create guidelines, a team, and resources for crisis response.
- Increase participation and completion of professional development focused on language use, inclusive teaching, and anti-racism classroom practices, strategies, and techniques.

The College will monitor progress on all three Action Projects through regular reports to campus governance committees, including the Institutional Effectiveness Council and the Academic Senate. Further, responsible parties will submit formal, bi-annual reports to the Strategic and Integrated Planning Committee.

Appendix of Evidence

Introduction

CP01_ISER_Draft_Survey
CP02_Presidents_Update
CP03_Board_IESS_Agenda
CP04_AP4100
CP05_Sample_Table_COR
CP06_Catalog_Transfer
CP07_Website_Transfer
CP08_Career_Transfer_Email
CP09_AP4105
CP10_DE_Approve_Guidelines
CP11_VV_Faculty
CP12_VV_Students
CP13_LAVC_Policies
CP14_Catalog_Complaints
CP15_Ombuds_Students
CP16_Ombuds_Employees

CP17_ODEI
CP18_Ombuds_District
CP19_Title_IX
CP20_Accred_Webpage
CP21_Nursing_Accred
CP22_RT_Accred
CP23_Loan_Instructions
CP24_Default_Rate

ER1_Reaffirm_Accred_2018
ER2_Midterm_Approval_2020
ER3_Educ_Programs_2022
ER4_President_Bio
ER5_Audit

Standard IA

IA1-01_Mission_Core_Values
IA1-02_HSI
IA1-03_Accreditation_Data
IA1-04_Student_Demographics
IA1-05_Financial_Aid_Dashboard
IA1-06_Revise_Mission
IA1-07_EMP_Goals

IA2-01_OIE_Dashboard
IA2-02_SEAP_Metrics
IA2-03_Achieve_Module_Blank
IA2-04_2019_Midterm_Report
IA2-05_2019_Student_Success
IA2-06_2015_College_Effectiveness
IA2-07_SWOT_Analysis
IA2-08_Comm_Grid

IA3-01_Goals_Module
IA3-02_Achieve_Module

IA3-03_Dept_Profile_Module
IA3-04_Facility_Tech_Modules
IA3-05_SLO_Module
IA3-06_Enrollment_Module
IA3-07_EPC_Min_Item3a
IA3-08_IEC_Motion_Form

IA4-01_Mission_Revision_Process
IA4-02_EPC_Self_Eval
IA4-03_EMP_Survey2020
IA4-04_IEC_Motion
IA4-05_IEC_Motion2
IA4-06_Board_EMP_page6
IA4-07_Mission_On_Website
IA4-08_Mission_In_Catalog
IA4-09_EMP_Mission
IA4-10_Agendas
IA4-11_Mission_Survey

Standard IB

IB1-01 Music_Achieve_Module
IB1-02 Music_SLO_Module
IB1-03 Data_Module
IB1-04 OIE_Videos
IB1-05 Data_Help
IB1-06 OIE_Webpage
IB1-07 Art_Minutes
IB1-08 Media_SLO_Module
IB1-09 Cycle3_Tracking
IB1-10 OAC_Minutes
IB1-11 Prior_Video
IB1-12 Discipline_Agenda
IB1-13 SSEA_Min_Item4a
IB1-14 Enroll_Data_PPT
IB1-15 IEC_Retreat_Item8b
IB1-16 PEPC_Minutes
IB1-17 Sample_PEPC_Agenda
IB1-18 Campus_Update
IB1-19 AntiRacism_Webpage
IB1-20 ARTF_Meeting_Notes
IB1-21 Student_Survey_Q24a

IB2-01 PSLO_eLumen
IB2-02 Sample_Tracking
IB2-03 SLO_Mod_Psych
IB2-04 SAO_Listing
IB2-05 Bio_Service
IB2-06 SAO_Discuss_Item4b
IB2-07 SAO_Summary_2020

IB3-01 ISS_Motion
IB3-02 ISS_SharePoint
IB3-03 Triggers_2017
IB3-04 Viability_Message
IB3-05 Tech_Viability_Report
IB3-06 Viability_Webpage
IB3-07 Viability_Module
IB3-08 Viab_Progress_Report
IB3-09 Achieve_Module

IB4-01 IAG2021
IB4-02 PR2020_SLO_Summary

IB5-01 EPC_Min_Item4e
IB5-02 EMP2020_p2
IB5-03 Goals_Module
IB5-04 Disaggregated_Soc
IB5-05 Disaggregated_Mode

IB6-01 Data_Request_Form
IB6-02 Equity_Webpage
IB6-03 Latinx_Data
IB6-04 Student_Equity_Plan
IB6-05 SEA_2019_Report
IB6-06 Stat_Tutoring
IB6-07 English_Bridge
IB6-08 Psych_Data_Action
IB6-09 Faculty_Hiring_Guide

IB7-01 Comm_Eval_Summary
IB7-02 Self_Eval_Form
IB7-03 ARC_Service
IB7-04 Board_Docs

IB8-01 Sample_Profile
IB8-02 Rubric_Workshop
IB8-03 PR_Workflow
IB8-04 IEC_Min_Item5e
IB8-05 SP_Motion

IB9-01 PR_Handbook
IB9-02 Tech_Plan
IB9-03 FMP_Update2020
IB9-04 Hiring_Prioritization
IB9-05 Budget_Min_Items789
IB9-06 Staff_Tech_Mod
IB9-07 Funded_Equip
IB9-08 BC_Hiring_Motion
IB9-09 Fem_Hygiene
IB9-10 Committee_Membership
IB9-11 Reviewer_List
IB9-12 Module_Review_Form
IB9-13 PR_Tracking

Standard IC

IC1-01 LAVC_Catalog
IC1-02 Mission_On_Website
IC1-03 SLO_Website
IC1-04 Prog_Mapper_Example
IC1-05 Student_Serv_Website
IC1-06 New_Student_Handbook
IC1-07 Accred_Website
IC1-08 Nursing_Accred
IC1-09 Resp_Therapy_Accred

IC2-01 Past_Catalogs
IC2-02 Email_Notifications
IC2-03 Catalog_Addendum
IC2-04 LACCD_Survey_Q33

IC3-01 OIE_Webpage
IC3-02 External_Resources
IC3-03 Campus_Disclosures
IC3-04 Net_Price_Calculator
IC3-05 Achieve_Data
IC3-06 Prog_Completion_Data
IC3-07 Resp_Therapy
IC3-08 IPEDS
IC3-09 Student_Success
IC3-10 Program_Review
IC3-11 Public_Reports
IC3-12 Cal-PASS

IC4-01 CAPs_Website
IC4-02 SLO_Listing_eLumen
IC4-03 Faculty_CBA_SLO
IC4-04 LACCD_Survey_Q39

IC5-01 CDEC_Agenda
IC5-02 PG_Extract_pp6and12
IC5-03 District_Senate
IC5-04 District_Budget
IC5-05 District_Curric
IC5-06 Senate_Min_Item5a
IC5-07 PG_Handbook
IC5-08 Viability_Review
IC5-09 Faculty_Hiring_Handbook

IC6-01 LAVC_Fees
IC6-02 Monarch_Store
IC6-03 Textbook_Affordability

IC7-01 Faculty_CBA_Freedom
IC7-02 BP4030
IC7-03 BP1200
IC7-04 Faculty_CBA_Eval

IC8-01 BP5500
IC8-02 Exam_Book_Cover

IC9-01 Faculty_CBA_COR

IC12-01 Accred_History

IC14-01 College_Facilities_App
IC14-02 LAVC_Foundation

Standard IIA

IIA1-01 Vision_and_Mission
IIA1-02 Degrees_and_Certs
IIA1-03 PCAH
IIA1-04 NCAPS
IIA1-05 Program_Proposal
IIA1-06 Kin205_Reinstate
IIA1-07 DE_Guidelines
IIA1-08 Viability_Review
IIA1-09 PR_Handbook
IIA1-10 PSLO_Data
IIA1-11 PSLO_Responses

IIA1-12 Awards_By_Dept
IIA1-13 Fast_Facts
IIA1-14 OIE_Vision_Mission
IIA1-15 Completion_Data

IIA2-01 5year_Cycle
IIA2-02 COR_Valid_Instruct
IIA2-03 VCCC_Workflow
IIA2-04 ePosting
IIA2-05 AP4022_4023
IIA2-06 CSIS_Advisory

IIA15-01_Discontinuance
IIA15-02_Sub_Form
IIA15-03_Photojournalism
IIA15-04_PE_Discontinuance
IIA15-05_3D_Discontinuance

IIA16-01_Hum_Res_Assist_Acad
IIA16-02_Prof_Ext_Prog
IIA16-03_CORDS_Memo

Standard IIB

IIB1-01_Welcome_Handout
IIB1-02_Library_Ctlg
IIB1-03_CCCCO_Lib_Survey
IIB1-04_Lib_Instruction
IIB1-05_Library_Credit
IIB1-06_Research_Support
IIB1-07_Collection_Counts
IIB1-08_Lib_Comm_Employees
IIB1-09_Lib_Comm_Students
IIB1-10_OER_Website
IIB1-11_OBOC
IIB1-12_ARC_Flyer_Spr21
IIB1-13_ARC_Website
IIB1-14_ARC-CRLA_Cert
IIB1-15_CRLA_Training
IIB1-16_ARC_Success_Data
IIB1-17_ESL_Tutoring
IIB1-18_Comp_Commons_Website
IIB1-19_SSD_Website
IIB1-20_CARTS_Agenda
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DIVC7-07_BP2410
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DIVC8-03_AB705English
DIVC8-04_IESSEquityPlans
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DIVC8-06_COW_AAOI

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DIVC9-04_ACCT2019
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DIVC9-06_BOT_PD120419
DIVC9-07_COW_AB705_042419
DIVC9-08_COWBudEnroll060320

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DIVC10-02_BOTSpecMtg020621

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DIVC13-02_IESS_Midterm012220
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