



Los Angeles Community College District Governance and Functions Handbook

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District Governance and Functions Handbook

INTRODUCTION

District Overview

Serving approximately 230,000 students a year in 36 cities across an area of 822 square miles, the Los Angeles Community College District is by many measures the largest community college district in the United States. The LACCD is composed of nine comprehensive colleges and a central office, which together employ approximately 5,500 fulltime and part-time faculty and roughly 2,500 administrative and support staff. The scope of the District's operations and the geographic dispersion of its resources and staff require unique processes in its governance, decision making and planning. During the half century since the birth of the LACCD, District leaders have created a comprehensive inter-dependent network of policy making, planning, and governance tools designed to coordinate district-wide activities and to provide district-wide oversight and accountability. During this time, the relationship between the central district office and the nine colleges it serves has and continues to evolve to better fulfill the District's mission.

Handbook Purpose and Contents

This document is designed to provide faculty, staff, and students in the Los Angeles Community College District with a guide to the governance, decision-making, and planning processes that shape districtwide policies and procedures. It is also meant as an aid to the community who wish to understand the structure of the District, the functional relationship between the District and the nine colleges, and how to participate in decision-making throughout the District. It contains information on a wide range of critical district-level processes and functions, including the following:

- The functions of the LACCD Board of Trustees and its associated committees
- A definition of the functional relationship between the District System and the colleges
- The roles of all major decision-making stakeholder groups
- An overview of all district-level policy, planning, management, and operational decision-making processes
- The functions and memberships of district-wide governance and coordinating committees
- Organizational charts of the major units of the District and the District Office, including functional outcomes
- A series flow charts documenting district and college participation in critical administrative processes

Handbook Assessment and Revision Process

The *District Governance and Functions Handbook* was produced by the District Planning Committee in spring 2010. The *Handbook* is regularly reviewed and incorporates information gathered from the “District/College Roles & Responsibilities Survey,” which involves district-wide stakeholder review of the accuracy of all components. Changes are reviewed through the governance structure and by participating constituent groups. The Handbook had major revisions in 2013 and was reviewed again in 2015. Over the past few years, organizational shifts in administration have taken place requiring a more thorough update in 2021-2022. In addition, the reformatting of policies and procedures to the Community College League of California model necessitated additional changes to more fully describe revised processes and governance sequencing. Based on these major changes, the Governance Handbook was redesigned to best describe current operational and governance functions.

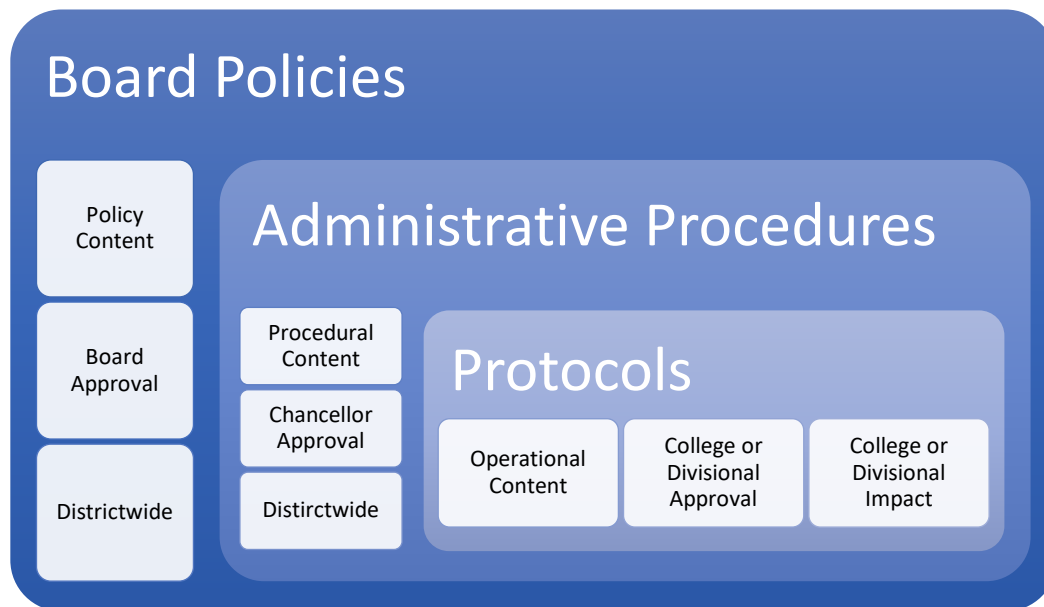
DISTRICT-WIDE DECISION MAKING

Overview

Because of its size, geographic reach, and the scope of its operations, the District has evolved a number of interrelated processes to facilitate decision making related to the formulation of district policies and administrative procedures. The District operates through the establishment of Board Policies, Administrative Procedures and local Protocols. In 2019, the District began the process of revising its Board Rules to align with the Community College League of California model policies and procedures. Prior to this transition, the District operated with a series of Board Rules that were written with administrative content beyond the policy level. Administrative units within the District operationalized these Board Rules through a series of Chancellor’s Directives, Regulations and Guides. The inconsistency in the nomenclature and formatting led to confusion about the level of authority derived from each set of guidance. The new model makes a clear distinction between Board Policies, Administrative Procedures, local Protocols and plans; the “4 P’s” of governance.

- **Plans** are District or College level core documents that provide the goals, objectives and measurable targets for meeting the District and College mission and achieving institutional effectiveness. These plans include the District Strategic Plan and Technology Plan, and the College Strategic, Educational, and Facilities Master Plans.
- **Policies** are established through the Board of Trustees to represent the broad principles that guide operations throughout all levels of the District and Colleges.
- **Procedures** are established through the Chancellor and represent the operational-level guidance for implementing the Board Policies effectively and with fidelity throughout all levels of the District and Colleges
- **Protocols** are college or division guidance that provide clarity on local operations within the existing Policies and Procedures or for areas in which no Policies or Procedures are needed.

District Policy and Administrative Procedure Development



Board Policy Approval

Board Policy [2410](#) establishes the process for approval by the Board of Trustees and articulates the role of the Board to “adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.” The Chancellor and designee(s) are responsible for periodic review of board policies, and adopting a regulation specifying a schedule and the appropriate positions for conducting these reviews.

The process for adoption or revision of Board Policies is supervised by the Office of General Counsel and includes annual review of state law changes and changes in the CCLC model policies that may necessitate earlier review and changes. The General Counsel provide a schedule of review to the Chancellor’s Designees in each functional area. Specified functional area designees conduct a review for appropriate changes, including policy considerations, titles, operational changes, and legal and regulatory changes. The specified designee also consult proposed changes with appropriate management groups and appropriate shared governance groups as provided in [AP 2510](#) and other defined consultation processes, then present the proposed changes to the applicable committee of the Board of Trustees.

Once the proposed changes have been adopted or rejected by the appropriate authority (i.e., the Board of Trustees for proposed revisions or reaffirmation to policies, the next scheduled review period for that board policy shall be calendared three (3) years from the current year. If the specified designee recommends that no changes be made to a particular board policy the board policy will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that board policy shall be calendared three (3) years from the current year.

All current Board Policies are housed in the District's instance of BoardDocs and can be found [here](#).

Administrative Procedure Approval

The Board of Trustees authorizes the Chancellor in Board Policy [2410](#) to adopt and implement administrative procedures when he/she finds regulations are necessary to implement existing board policies and/or a particular regulation is needed which does not require specific Board authorization.

Administrative procedures may be initiated or revised by any office, department, or division, but the office, department, or divisions must follow the procedure enumerated below before the proposed/revised administrative procedures can be officially approved. Proposals for either adopting new administrative procedures or for revising existing administrative procedures must be reviewed and approved by the appropriate Educational Services Center Senior Staff-level manager. Where a proposed change is recommended by a management council, the proposed change shall be submitted to the applicable Educational Services Center Senior Staff manager.

The office, department, or division that proposes the new/revised administrative procedure is responsible for preparing the proposed/revised administrative procedure for review by the appropriate District locations or constituents, if appropriate. This process includes the consultation process laid out in AP 2510.

All current Administrative Procedures are housed in the District's instance of BoardDocs and can be found [here](#).

Protocol Approval

Local protocols may be developed at the college level through their administrative and governance processes in areas in which procedures require additional local explanation or context or in areas not covered by policies or procedures. Similarly, District divisions may put out protocols for their areas of supervision, as needed.

These protocols are provided as needed to meet operational needs to those individuals with responsibilities in those areas and may be housed on local websites or within the District SharePoint.

PLANNING CORE DOCUMENTS

The District is guided in its governance and operations by the District Strategic Plan (DSP), a comprehensive planning document that includes evaluations of previous planning efforts, data inquiries, planning goals and targeted metrics. The DSP is reviewed and revised on a five-year cycle that includes all campus governance committees, industry and community partners. The process includes the revision and approval of the District Mission and Vision Statements. The previous District Strategic Plan ran from 2012-2017. A process of evaluation and period of investigation, governance review and public vetting led to the creation of the current [DSP](#) in 2017, culminating with Board approval in January 2018. The current plan articulates 5 goals that guide the institution from 2018-2023 with a focus on access, student learning, success, equity, and organizational effectiveness. The District Strategic Plan includes a revised Mission Statement and Vision:

THE DISTRICT MISSION Statement

The Mission of the Los Angeles Community College District is to foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges. The District empowers students to identify and complete their goals through educational and support programs that lead to completion of two or four-year degrees, certificates, transfer, or career preparation. In doing so, the District fulfills its commitment to the community to improve the social welfare of the region, to enhance the local economy, to close persistent equity gaps, and to prepare future community leaders. (Approved January 10, 2018)

THE DISTRICT'S Vision Statement

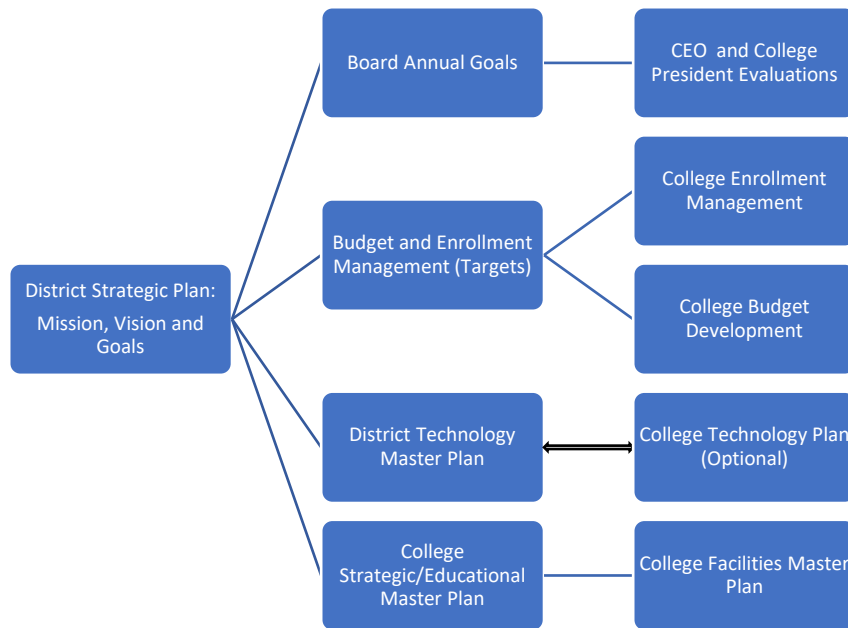
The LACCD will strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that improve students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so by continuing to provide a culture of continuous learning and by closing persistent equity gaps. (Approved January 10, 2018)

District Strategic Plan and College Planning Alignment

The District Strategic Plan includes goals, objectives and metrics of institutional improvement. The DSP serves as the foundational document for college planning and districtwide activities. Each college operates its own college planning processes and executes a cycle of planning consistent with their individual governance processes. The College Plans align with the DSP to demonstrate the manner in which each college is working toward meeting the DSP Goals and Objectives. The District further utilizes the DSP to guide the development of the District Technology Master Plan to support the colleges in meeting the goals of the DSP and their local plans.

The District seeks to achieve its mission by establishing clear plans and by holding itself, the colleges, and District employees accountable for achieving the goals and objectives these plans contain. However, to work effectively in a large multi-campus district, planning must be a highly collaborative effort. As a result, District planning in the LACCD is not a top-down, “command and control” process. Planning at the district-level typically is meant to coordinate college activities, such as in FTES goal setting, or to provide a coherent district-wide framework for college plan development, such as in the case of the *District Strategic Plan*. It is not meant to micromanage the activities of the colleges, but to guide college activities in a way that achieves the District’s mission while providing a mechanism for reviewing college effectiveness and promoting accountability. There are six primary types of planning activities that are carried out at the district level. These include:

1. District Strategic Planning
2. Annual Board & CEO Goal Setting
3. District Budget Planning & Enrollment Management (FTES Target Setting)
4. District Facilities Planning
5. District IT Planning



District Strategic Plan

The Board’s annual District Effectiveness Review Cycle is an essential component of the District’s 6-year Strategic Planning process. Every six years, the DSP undergoes a summative evaluation and revision process. The District Planning Committee initiates the DSP revision process by assessing progress made on each of the plan’s goals and objectives. The District Planning Committee, which is created to carry out the District strategic planning process conducts extensive internal and external scans that provide the following information:

- Student access core indicator data
- Student success core indicator data
- Financial aid data
- Student and employee profiles
- Fiscal effectiveness data
- Area demographics
- Area educational attainment
- High school achievement data
- Regional business and economic trends
- Regional labor market demand

The DPC also conducts “SWOT” focus groups with stakeholders at all college and district locations to gather information about current District strengths and weaknesses as well as the opportunities and threats the District will face in future years. Once the DPC has assessed past planning goals, analyzed internal and environmental scan data, and reviewed focus group results, it formulates new draft goals and objectives which are then reviewed at the District and college level by all constituencies. After further revision, draft goals and objectives are forwarded to the Board’s Planning and Student Success Committee for review before being sent to the Board for final approval. Once approved, the new DSP goals are used to inform Board and college goals. At this point, they enter the District Effectiveness Review Cycle.

Board Annual Goals

The Board exercises its responsibility to academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution, in part through the establishment of Annual Goals. These goals are set through the annual process of Board Self-Evaluation ([BP 2745](#)). The goals are aligned with the DSP and District Mission, including areas of student access, success, and equity, as well as the areas related to organizational effectiveness, and fiscal integrity.

The Board goals represent the current priorities of the Board and are used in the evaluation of the Chancellor. The Chancellor in his evaluation of college presidents and district executives articulates goals in alignment with the DSP and the Board’s Annual Goals. Achievement of the Board Annual Goals are reviewed during the subsequent Board Self-Evaluation. Incorporated in the evaluation process is the regular reporting on DSP metrics through Board subcommittees and other presentations.

Budget and Enrollment Management (Targets)

The budget planning and allocation process is implemented under the guidance of the District Budget Committee (DBC), the District Chief Financial Officer, and the District’s Office of Budget and Management Analysis. In order to give the colleges the autonomy they require to establish strategic goals addressing the needs of their local communities. The [District’s Budget Allocation Model](#) has been designed to provide an equitable distribution of resources to colleges sufficient to support local academic and student support programs and achievement of local planning goals. The District’s role in the budget process is to provide information, establish district-wide enrollment targets, provide a framework for fiscal accountability, and assure compliance with state and federal mandates—not to micro-manage budget decision making at the college level.

As part of the annual district-wide budget planning process, the District in consultation with all relevant committees, councils, and constituencies, establishes district-wide SCFF targets and projections for the upcoming academic year. Districtwide enrollment management strategies are defined and colleges develop local enrollment plans and strategies in alignment with SCFF targets and budgetary constraints.

At the same time, financial benchmarks are set via preliminary budget allocations. These benchmarks are derived to ensure good management and accountability for a predicted level of students served. As the year progresses, each college is measured against its target allocation

for purposes of managerial control. During this process, the colleges monitor their monthly budget and expenditure projections, update their college financial plans, and review their quarterly budgets with the District's Chief Financial Officer. At the end of the year, college ending balances reflect the success of local management efforts in allocating resources, and the results are incorporated into presidential evaluations.

It is the colleges' responsibility to link local budget planning priorities to college strategic planning goals and recommendations for improvement that result from unit planning and program review. The colleges typically carry out this budget prioritization process during fall and winter terms, using their established strategic plan and program review priorities to guide budget planning for the approaching academic year. At the district level, the budget development cycle parallels this planning process, running from September through August of each year according to the following calendar:

LACCD Budget Development Process		
	District Office Role	College Role
September: Budget Planning Preparation Begins		
	DBC Reviews Budget Development Calendar	Colleges solicit unit plans with program review priorities
October: Development of Budget Preparation Activities		
	Notice of Budget Development Calendar to BOT DBC reviews college financial plans Budget Development Calendar Adopted	Colleges provide 1st Quarterly Reports
November: Development of Budget Operation Plan		
	BOT Budget Committee reviews & approves the 1st Quarterly Report Initial Assessment projections of Centralized Accts. DBC reviews Centralized assessment projections 1st Quarterly Report due to State	Unit plans are evaluated and links to planning and program review goals are verified Unit plan budget requests are prioritized
December: Budget Preparation Workshop		
	Budget Prep files made available Budget Prep Workshop held	Colleges participate in workshop
January: Governor's Proposed State Budget & Preliminary Allocations		
	Budget Office distributes Op Plan prep instructions Cabinet reviews proposed preliminary allocation Budget Office reviews college ded. rev. projections DBC reviews proposed preliminary allocation CFO & Accounting provide initial ending balance projections	Colleges provide dedicated revenue projections Colleges provide 2nd Quarterly Reports College budget plan priorities are integrated and reviewed and approved by College Councils

February: Constituencies Review Budget Status		
	<p>Cabinet reviews Budget Update Budget Office distributes Preliminary Allocation BOT Budget Committee reviews & approves the 2nd Quarterly Report 2nd Quarterly Report due to State DBC reviews 2nd Quarterly Report & College Financial Plans CFO & Accounting update ending balance projections</p>	<p>Colleges develop tentative budget plans based on integrated unit plan priorities</p>
March: Preparation of Preliminary Budgets		
	<p>Tech. review of Budget Prep Files & Upload to SAP CFO & Accounting update ending balance projections Preliminary Budget available on SAP CFO & Accounting provide initial ending balance projections</p>	<p>Colleges transmit budget prep files to Budget Office Colleges make tentative budget adjustments</p>
April: Review of Preliminary Budget Data		
	<p>CFO & Accounting distribute purchasing & year-end closing schedule CFO & Accounting update ending balance projections</p>	<p>Colleges provide 3rd Quarterly Reports Budget hearings on preliminary budgets held</p>
May: Revenue Projections Updated		
	<p>Cabinet briefing on Tentative Budget BOT authorizes encumbering of new year appropriations Revised revenue projections based on May Revise DBC reviews May Revise update & briefed on Tentative Budget BOT Budget Committee reviews & approves 3rd Quarterly Report 3rd Quarterly Report due to State CFO & Accounting update ending balance projections</p>	<p>Colleges review budget status Colleges submit Budget Operation Plans to Budget Office Colleges briefed on Tentative Budget</p>
June: Tentative Budget		
	<p>BOT Budget Committee reviews & adopts Proposed Tentative Budget CFO & Accounting update ending balance projections</p>	
July: Revision to Revenue Projections/Allocations		
	<p>Tentative Budget Report filed w/ County & State CFO & Accounting Run 1st closing</p>	<p>Colleges submit revised dedicated revenue for final budget</p>

	activities CFO & Accounting update ending balance projections CFO & Accounting run 2nd closing activities	Colleges review budget status
August: Final Budget		
	Final Year-End Closing & actual balances established Publication Budget available for public review BOT Budget Committee reviews & adopts Final Budget	
September: Final Budget/Year-End Analysis		
	File Final Budget report with County & State	

District Technology Master Plan

In 2010, the Chancellor created the Technology Planning and Policy Committee (TPPC) to coordinate the activities of a number of district-level technology-related advisory groups and to provide a forum for consultation on all technology-related issues. TPPC is a district-wide participatory governance committee charged with developing a comprehensive strategic district-wide technology plan that will address future information technology needs.

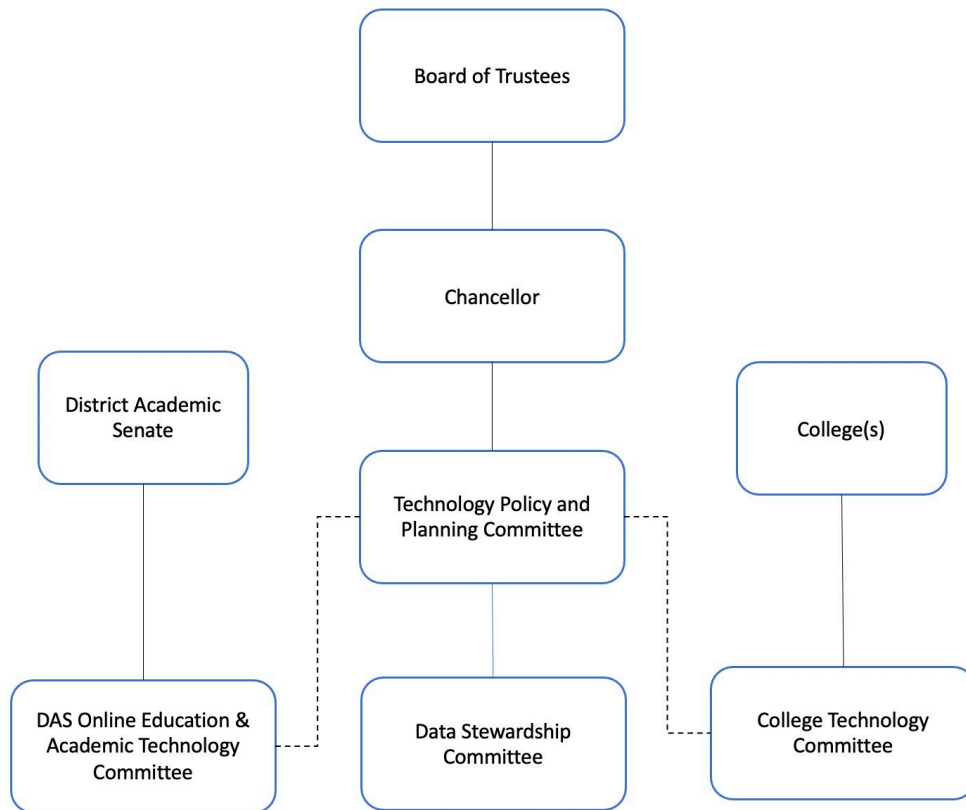
The TPPC addresses and makes recommendations on district-wide strategic planning and policy issues related to information, instructional, and student support technologies.

Committee Charge:

- Makes recommendations on district-wide IT policy, standards, and strategies;
- Facilitates awareness of major IT initiatives;
- Provides a collaborative forum for technology discussion; and
- Informs on how technology can be utilized to transform institutional operations and enhance academic excellence.

The TPPC serves as a clearinghouse for all technology related policy.

TPPC receives feedback and insights from other district-level groups, primarily College Technology Committees (local College -level shared governance committees for technology), DAS Online Education and Academic Technology Committee (district level academic committee focus on technology and online education), and Data Stewardship Committee (district-wide group focused on data management and governance).



The TPPC summarized the District's technology goals and priorities in the District's Innovation and Technology Plan, a 5-year plan. The District Innovation and Technology Plan describes our strategic goals for technology based on the current context and environment (where we are), the articulated District mission, goals, and strategies (where we are going), and summarizes some of the upcoming initiatives that continue to drive us in the direction of our vision for the District.

It is designed to organize the District-wide high-level technology goals and initiatives. These goals and objectives will be supported by specific projects (district-wide or College level) that will be tracked on yearly technology roadmaps. Progress will be reviewed on an annual basis and adjustments will be made to the roadmaps as needed if District priorities or direction changes

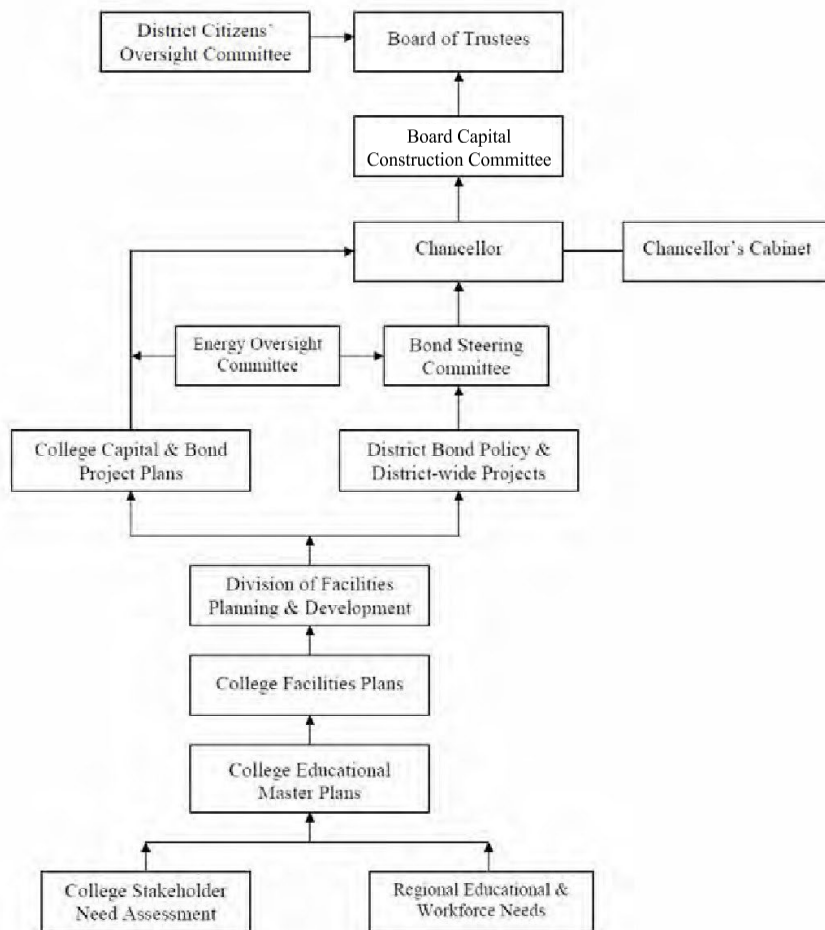
College Strategic/Educational Master Plan

Colleges are responsible for developed their own Strategic/Educational Master Plans. Colleges complete this work within their own participatory governance processes and on a timeline congruent with their planning sequence. The College plans are aligned with the District Strategic Plan. The plans and associated alignments are presented to the Board IESS Committee and approved by the Board. Outcome measures by college are used to inform the Board about college priorities and initiatives for the coming year. The District presents regular reports on the college success, including comparative metrics linked to *District Strategic Plan* goals.

Facilities Master Plans

The Division of Facilities Planning and Development is responsible for long-term planning, management, and oversight of capital improvement and bond projects and for working collaboratively with college administrators to identify creative, cost-effective solutions to facilities challenges. Facilities Planning and Development staff work with college administrators to define and implement college Facilities Master Planning, bond planning, and scheduled maintenance projects. College Facilities Master Plans and bond projects are developed by campus stakeholder groups based on needs documented in local Educational Master Plans, stakeholder group need assessments, and additional input from external environmental scans. College plans are reviewed by the Division of Facilities Planning and Development and forwarded to the Chancellor before they are sent to the Board's Infrastructure Committee for review prior to Board approval.

Recommendations on district-wide real estate, capital, and bond-related policies and projects, including those associated with the District's Sustainability Initiative, are formulated by the Division of Facilities Planning and Development in consultation with local college constituencies and are formally consulted via the District Bond Steering Committee (DBSC). Once approved, they are forwarded to the Chancellor for further consultation and approval before being directed to the Board's Capital Construction Committee for review prior to adoption by the Board. The District Citizens' Oversight Committee also reports to the Board on all district-wide bond-related activities.



District-wide Accountability

The annual District Effectiveness Review Cycle includes five stages or activities:

1. Annual Board Retreat

In December, the Board meets to finalize its annual Board self-assessment, completes its formal review of the District Effectiveness Report, and sets new Board goals.

2. College Activities/Implementation

Throughout the year, the Chancellor, the college presidents and District Executive Senior Staff align their goals with the Board's goals, and the colleges undertake activities in support of their annual goals and priorities.

3. Annual Effectiveness Report

The five-year DSP is subject to regular review and revisions, with the hope of remaining responsive to the needs of the students and the community. The DPC conducts regular reviews with those involved in the strategic plan implementation process to determine what is working and what needs to be improved. The information on these reviews are archived in the committee's [agendas](#) and minutes. In addition, there will be annual

discussions on priorities related to the strategic plan, with an emphasis on identifying those common activities that all colleges can work on toward the achievement of desired goals. The revised plan will be integrated with the college plans and include processes to track the completion of the newly identified activities. Because District-wide measures were and will continue to be established, colleges will be able to compare their progress against other colleges and the District as a whole. Data will be used throughout the current DSP cycle to refine and improve each stage of the planning and implementation process and to increase the support of all groups involved. Regular reporting is provided through the Board IESS and the Annual goal setting process.

DISTRICT GOVERNANCE: ROLES AND RESPONSIBILITIES

The Role of the Governing Board

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District's stated mission ([BP 2200](#)). It exercises oversight of the colleges' educational programs, and guarantees the colleges' fiscal integrity and financial health. To fulfill these obligations, the Board consults collegially with various stakeholder groups, including the District Academic Senate, the administration through the Chancellor's Cabinet, the Associated Student Organizations, and the labor unions. It is understood by college stakeholders that as the elected representative of the community, the Board of Trustees is the final voice on matters in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office).

Composition & Election

The LACCD Board of Trustees comprises seven publicly elected members and one non-voting student trustee. Board members are elected at large for four-year terms by voters in the LACCD service area ([BP 2010](#)). Trustee elections are held on a staggered basis, with three or four seats being filled every two years ([BP 2100](#)). At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms ([BP 2210](#); [BP 2305](#)). A district-wide student election is held annually to select the student trustee to serve a one-year term ([BP 2015](#)).

Board Member Orientation & Ethics

The Board has a formal policy for the orientation of new Board members and regular Board Education ([BP 2740](#)). The Board has also developed procedures for the orientation of student trustees. The Board adopted a Statement of Ethical Values and Code of Ethical Conduct ([BP 2715](#)), which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. The Board has established policies on political activity and conflicts of interest ([BP 2710](#); [BP 2716](#)).

Board Self Evaluation & Board Goals

As specified in [BP 2745](#), the Board conducts annual self-evaluations, that are used to establish annual goals and integrated into the Chancellor's evaluation. As part of this self-evaluation process, the Board also assesses progress made on its past goals and establishes a new set of annual goals. [BP 2510](#) articulates the role of the Board in local decision-making and the

process of participatory governance. The Board has subcommittees to ensure effective oversight throughout the District defined in [Board Policy 2220](#).

Committee	Area of Oversight
Institutional Effectiveness and Student Success Committee	Accreditation, planning, student success curriculum matters, and all issues affecting student success, academic policies and programmatic changes.
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.
Committee of the Whole	<p>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.</p> <p>The Committee of the Whole shall meet at such times as called by the President of the Board or as determined by the Board of Trustees. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.</p>
Student Affairs Committee	The Student Affairs Committee shall consist of the Student Board Member of the Board of Trustees, a regular Board Member appointed by the President of the Board, the Presidents of the Associated Student Organizations, and members of administration. The Committee focuses on all issues impacting students and provides a venue for consultation with students on policies impacting students.

The Board may also create Ad hoc committees to serve for specific purposes as they are convened by the President of the Board of Trustees. Ad hoc committees shall meet during the period of time designated by the President of the Board of Trustees for the accomplishment of a specific task, after which they will be dissolved. Ad hoc committees of the Board of Trustees, which are less than a quorum and composed solely of Board members, may be closed to the public.

The Role of the Chancellor and College Presidents

The Chancellor is the Chief Executive Officer of the District and serves as the Board's sole employee. Board Policy [2430](#) delegates full operational authority to the Chancellor and for providing policy recommendations to the Board. The Chancellor delegates college operational authority to College Presidents and sets performance goals through an annual evaluation process.

Consultation Process

The Chancellor and the college presidents, through this delegation of authority, consult collegially with the local faculty academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The Chancellor and the college presidents provide effective leadership for and support of faculty and staff in the planning, implementation and monitoring of District and college activities while maintaining compliance with state regulations, laws and District policies.

BP [2510](#) describes the roles of the academic senate, bargaining groups, staff and students in the consultation process. The board Policy further details the policies through which the Academic Senate will reach mutual agreement and those which require collegial consultation. The process is further detailed in AP [2510](#) which describes the process for consultation including the development and revision of Board Policies and Administrative Procedures. The Office of General Counsel is responsible for ensuring that Board Policies and Administrative Procedures are reviewed on a regular cycle.

Outside the regular review cycle, Board Policies and Administrative Regulations may also be reviewed and updated through the Governance processes. The following options allow college constituents to begin the review process and recommend changes:

1. For items related to Academic and Professional matters, the faculty may make requests for changes through their local Academic Senate or through the District Academic Senate. All requested changes are reviewed by the District Academic Senate and upon approval would be brought through the consultation process (add [AP](#)) prior to going to Board or the Chancellor for final approval.
2. District Governance committees may recommend changes in policies or administrative procedures through the course of their work to the Chancellor. Such recommendations will be taken under consideration and brought through the consultation process as necessary.
3. Student leaders may make policy and procedure recommendations through their associated student leadership organizations on campus. All recommendations should be

formally reviewed and approved by the Student Affairs Committee prior to being recommended to the Board or Chancellor. Additional consultation may be required depending on the areas of recommended change to ensure all constituent groups are able to maintain areas of their purview.

The Role of the District Academic Senate

BP [2510](#) indicates that the Board agrees to “rely primarily” on the District Academic Senate during collegial consultation concerning the following District-level academic matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development;
5. Processes for program review; and
6. Faculty roles in the accreditation process, including *Self Evaluation Reports* and other reports.

The Board agrees to “reach mutual agreement” with the District Academic Senate on District-level academic and professional matters by written resolution concerning the following policy areas:

1. Educational program development;
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development;
4. Standards on policies regarding student preparation and success; and
5. Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate.

As specified in the Board Policy the District Academic Senate, in consultation with the Chancellor, appoints all faculty representatives serving on district-level committees and taskforces, unless otherwise stipulated in the AFT 1521 collective bargaining agreement.

The Role of the Associated Students Organization (ASO)

BP [5400](#) provides for active student participation in college and District planning and decision-making. In addition, BP [2015](#) provides for a non-voting Student Trustee within its membership to represent the students at large and advise the Board on student-related policies and procedures. The Student Trustee is elected for a one-year term of office through a general election in accordance with BP [2105](#).

In compliance with the Board Policy, the District and college policies and procedures that are considered to have a significant effect on students include the following:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies

4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

Consultation with students is provided for in BP [2220](#) through the Student Affairs Committee, which consists of the Student Trustee, an appointed member of the Board, all nine college student body presidents and administrative support personnel. The Student Trustee chairs the meeting.

The Role of the Unions

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- **The AFT Faculty Guild, Local 1521**, representing fulltime and part-time faculty, including counselors, librarians, nurses, disability specialists, athletic directors, coaches, child development center teachers, department chairs, consulting instructors, and instructors on special assignment
- **The AFT Staff Guild, Local 1521A**, representing the fulltime and part-time classified clerical/technical administrative staff
- **The California Teamsters Public, Professional and Medical Employees Union, Local 911**, representing regular and non-regular deans, associate deans, and assistant deans
- **The Supervisory Employees' Union, S.E.I.U. Local 721**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit
- **The Los Angeles City and County Schools Employees, Local 99**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in Unit 2, Maintenance and Operations
- **The Los Angeles/Orange County Buildings & Construction Trades Council**, representing regular fulltime and part-time classified employees of the District assigned to classifications in Unit III, Crafts

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

1. Through direct consultation during regular meetings between union representatives and the Chancellor and/or the college presidents

2. Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor's designees and/or the college presidents
3. Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils
4. Through direct representation from the Resource Table during monthly Board meetings.

In addition, the **Classified Management Association**, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.

Overview of District Governance Committees

In addition to direct collegial consultation, district-wide constituency groups also provide input in the development of district-level policy and procedures and district-level operational decision making through five district governance committees. Reporting directly to the Chancellor and the Board of Trustees and typically meeting on a monthly schedule, these committees include:

The District Planning Committee (DPC)

The DPC brings together staff from the District's Division of Institutional Effectiveness with faculty and administrators involved in the planning efforts and research offices of the nine colleges. It is responsible for overseeing the development and assessment of the District Strategic Plan, for monitoring progress toward district-wide strategic plan goals and objectives, for coordinating district and college planning and accountability processes, and for facilitating the sharing of institutional effectiveness best practices across the District.

The District Budget Committee (DBC)

The DBC includes representatives of District Administration, the Chancellor's Cabinet, the District Academic Senate, the college senates, the unions, and the ASO. It is responsible for overseeing the development of the District's annual budget, for monitoring college debt reduction efforts and for making recommendations on district-wide fiscal policies.

The Joint Labor/Management Benefits Committee (JLMBC)

The JLMBC includes District and college-level administrative representatives and representatives of all collective bargaining groups. It is responsible for selecting, reviewing, and monitoring the effectiveness of the District's health benefits plans.

The District Technology Planning and Policy Committee (TPPC)

Newly created in spring 2010, the TPPC includes District and college-level administrative, faculty, and staff representatives working in instructional and administrative technology. It is responsible for creating and monitoring the District

Technology Plan and for making recommendations on all district-wide policies and procedures related to administrative, and instructional, and student support-related technology systems.

The Human Resource Procedure and Protocol Development Process

Human Resource Procedures require review from multiple groups including collective bargaining representatives. The District's Human Resources Council (HR Council) plays a critical role in district-wide decision making related to operational procedures involved in all aspects of human resources management. Reporting to the Chancellor's Cabinet and meeting on a monthly schedule, the HR Council includes two college presidents, two representatives from each VP Council, the Personnel Director of the District's Personnel Commission, the Senior Associate Vice Chancellor of Human Resources, the Associate General Counsel, and five additional HR Division staff members. The HR Council serves as a clearinghouse for all proposed changes in HR related administrative procedures originating from the VP Councils and the Personnel Commission. It also serves as a consultative body on other HR issues with district-wide import or application. Examples of the procedures and issues consulted within the HR Council include the following:

- Departments & Org. Hierarchy
- Employee Subgroup
- Payroll Area, Wage Types & Pay Scales
- Recruitment, Selection, & Employment
- Academic Minimum Qualifications
- Faculty Equivalency
- Faculty Substitutes & Special Assignments
- Tuition Reimbursement
- Athletic Directors & Coaches
- Student Employees
- Employee Assignment
- Work Schedule & Overtime, etc.
- Additional Assignments
- Resignation & Retirement
- Leave of Absence
- Derogatory Communications

The Personnel Commission

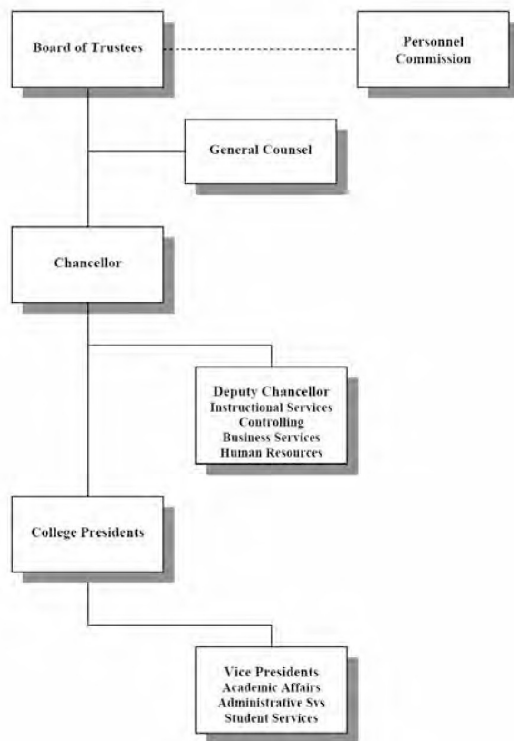
As established within Article 4, Chapter 4, Sections 88060 through 88139 of the California State Education Code, the [Personnel Commission](#) administers the Merit System of the Los Angeles Community College District. The Merit System is a personnel system that provides for the selection, retention, and promotion of classified employees on the basis of individual merit and fitness demonstrated by competitive examinations and performance. The Personnel Commission is composed of [three commissioners](#). Their term of office is three years with one seat being appointed each year. Members of the Personnel Commission are appointed by the State Chancellor based on the recommendation from the Board of Trustees. All policy and procedural decisions of the Personnel Commission are made during public Commission meetings, held on the second and fourth Thursdays of the month.

The Personnel Commission is responsible for decision making related to the following:

- Establishing, maintaining and implementing a job classification plan to include all positions within the classified service
- Conducting salary surveys and establishing salary rates
- Developing and administering examinations and establishing employment eligibility lists
- Establishing employment policies and rules to implement the Merit System provisions of the Education Code and other laws necessary to ensure the efficiency of the classified service
- Auditing and certifying that employees have been employed in accordance with the rules of the Personnel Commission and related law and District policy
- Conducting appeals of administrative actions, such as demotions, suspensions, and dismissals
- Conducting investigations into Merit System matters as prescribed by the Education Code

The Personnel Commission provides its PC Rules to the public on its [website](#).

Improving District-level Governance and Decision Making



Governance Committee Self-Evaluation Process

Regularly, the major district-level governance committees (DBC, DPC, DBSC, TPPC, JLMBC) conduct a formal self-assessment. The Governance Committee Self-Evaluation

process is designed to help district-level committees do the following:

- Align their activities with their charge and the District mission
- Encourage effective communications and committee management
- Assess annual committee achievements
- Identify problems with committee function
- Assess past annual committee goals and establish new goals for the coming year
- Develop specific recommendations for committee improvement

As the major district-level governance committees conduct their annual self-evaluations, they document their efforts on standardized Governance Committee Self-Evaluation Forms.

The Biennial District-wide Governance Assessment Survey

The District conducts a formal evaluation of its governance and decision-making processes every two years. Piloted in spring 2010, the District Governance Self-Assessment process involves a formal survey of stakeholder satisfaction with district-level governance processes. Implemented and analyzed by the District Planning Committee, this survey is administered to all faculty, staff, student, and administrative personnel directly involved in college and district-level decision making processes and is designed to measure the following:

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

Based on the results of this survey, the District Planning Committee develops recommendations for improving district-wide governance and decision-making processes.

THE DISTRICT/COLLEGE RELATIONSHIP

History and Centralized Functions

The relationship between the nine LACCD colleges and the District Office is by nature both complex and continuously evolving. During the District's early years, the operations of the District Office were highly centralized, with the central office or district-wide organizations controlling nearly all critical college decisions and processes related to finance and budget, capital projects, hiring, payroll, contracts, and curriculum. Following the Board's decision to reform and restructure the district in 2000, the colleges were given more autonomy and authority for local decision-making. This was done to increase college capacity for strategic leadership, to streamline administrative processes, to encourage innovation across the district, and to make college decision makers more accountable to the local communities they serve.

Since that time, the role of the District Office has shifted from one of "command and control" to one that might best be described as "coordination & service." While the District Office once directed all major college processes, today District administrators and staff work collaboratively with the colleges to achieve a mutually defined, mutually supportive mission. As a result, college and District personnel tend to collaborate closely on almost every process.

This "hybrid" approach to the distribution of organizational responsibilities can be seen in almost every aspect of district/college function—from the setting of FTES and budget targets to the mutually reinforcing activities of district- and college-level student success and planning committees. However, the District Office does take the lead in decision making when it is clear that centralized direction will lead to economies of scale or when seamless coordination of activities is required for reasons of legal compliance or fiscal responsibility. Such areas of activity include but are not limited to:

- The Board of Trustees and Board Operations
- The Personnel Commission
- The Office of General Counsel
- District-wide bond programs
- Internal audit, budget and accounting
- District Information Technology Systems
- Attendance accounting and student information reporting
- The coordination of district-wide grants
- Collective bargaining
- Negotiation of health benefits
- Long-term financial planning
- Compliance with mandated reporting requirements

The Roles and Responsibilities of the District

Within this mutually defined, collaborative relationship, the District Office and district-wide governance and coordinating committees fulfill the following functions:

1. To provide vision and leadership for the strategic institutional development and long- term financial stability of the district and district colleges;
2. To provide a district-wide framework for institutional self-assessment, accountability, and continuous organizational improvement;
3. To assure compliance with state and federal laws and mandates through the implementation of Board Rules, Chancellor's Directives, Administrative Regulations, and other adopted procedures;
4. To provide essential administrative support services in areas related to educational programs, student services, business and financial services, human resources, payroll and benefits reporting, and district-wide bond and capital construction programs;
5. To facilitate coordination of college activities and the sharing of best practices across the district, when appropriate;
6. To identify and implement district-wide collaborative projects and joint services that result in resource development, and increased efficiencies and economies of scale;
7. To represent the district and district colleges to external stakeholders and constituencies.

The Roles and Responsibilities of the Colleges

Within this mutually reinforcing relationship, the colleges fulfill the following functions:

1. To provide effective educational programs and student support services that lead to verifiable student learning outcomes and that meet the varied needs of local communities;
2. To provide current and prospective students with clear information about college and career pathways, campus resources, course offerings, degree/certificate options, and financial aid through effective counseling services, marketing, and community outreach;
3. To comply with all accreditation eligibility requirements and standards;
4. To maintain effective partnership with K-12 and 4-year partner institutions, including maintenance of articulation and transfer agreements;
5. To plan and manage operational budgets effectively and meet annual budget targets;
6. To create, implement, and assess the effectiveness of all college planning efforts, including those related to educational, facilities, student services, information technology master plans and program review;

7. To oversee the implementation of college bond and capital construction programs;
8. To provide effective human resources services, intra-organizational communications, and professional development, and training opportunities for all college employees;
9. To maintain positive and productive relationships with local business, civic, and community organizations via advisory groups and participation in local associations;
10. To provide students and staff with a safe, clean, welcoming, and culturally responsive campus environment.

The District also works cooperatively with the colleges to support institutional effectiveness and satisfy Accreditation Standards. These standards have been mapped to ensure that the compliance of the standard is delegated to the appropriate entity.

Standard	College	District
I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
A. Mission		
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. (ER 6)	Primary	Secondary
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.	Primary	Secondary
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.	Primary	Secondary
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)	Primary	Secondary
B. Assuring Academic Quality and Institutional Effectiveness		
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.	Primary	Secondary

2.	The institution defines and assesses student learning outcomes for all instructional program and student and learning support services. (ER 11)	Primary	-----
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)	Primary	-----
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	Primary	-----
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.	Primary	Secondary
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.	Primary	Secondary
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.	Shared - Practices and program evaluation	Shared - Policy, Procedures, technology
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	Primary	Secondary
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)	Shared - Planning, integrated resource allocations	Shared - Budget allocation process, District Strategic Plan, Enrollment Management, technology planning, facilities

		planning (Bond, deferred maint.)
C. Institutional Integrity		
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)	Primary	Secondary
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" (see endnote). (ER 20)	Primary	-----
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)	Primary	-----
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	Primary	-----
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	Shared - college publications	Shared - Policies, procedures, publications
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.	Primary	Secondary
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)	Shared - college publication and implementation	Shared - Academic Freedom policy

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.	Shared - implementation of policy	Shared - Policy
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Primary	-----
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	Shared - College ERs	Shared - District ERs
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)	Shared - remainder	Shared - District Audit processes
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

<p>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)</p>	<p>Primary</p>	<p>-----</p>
<p>2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1) 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.</p>	<p>Primary</p>	<p>-----</p>
<p>3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.</p>	<p>Primary</p>	<p>-----</p>
<p>4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</p>	<p>Primary</p>	<p>-----</p>
<p>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)</p>	<p>Shared - remainder</p>	<p>Shared - Policies, procedures, publications</p>
<p>6. The institution schedules courses in a manner that allows students to complete certificate and degree</p>	<p>Primary</p>	<p>-----</p>

	programs within a period of time consistent with established expectations in higher education. (ER 9)		
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.	Primary	-----
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.	Primary	-----
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)	Primary	Secondary
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)	Primary	Secondary
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.	Primary	-----
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	Primary	Secondary

<p>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)</p>		
<p>13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</p>	<p>Primary</p>	<p>-----</p>
<p>14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</p>	<p>Primary</p>	<p>-----</p>
<p>15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>Primary</p>	<p>-----</p>
<p>16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p>	<p>Primary</p>	<p>-----</p>
<p>B. Library and Learning Support Services</p>		
<p>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</p>	<p>Primary</p>	<p>Secondary</p>

laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)		
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.	Primary	-----
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.	Primary	-----
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)	Primary	-----
C. Student Support Services		
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)	Primary	-----
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.	Primary	Secondary
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)	Primary	-----

<p>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	<p>Primary</p>	<p>-----</p>
<p>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</p>	<p>Primary</p>	<p>-----</p>
<p>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)</p>	<p>Primary</p>	<p>Secondary - Policy</p>
<p>7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	<p>Primary</p>	<p>-----</p>
<p>8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>	<p>Shared - college and paper files</p>	<p>Shared - Enterprise systems and digital records</p>

Standard III: Resources

A. Human Resources

<p>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.</p>	<p>Shared - college selection process</p>	<p>Shared - Policies, procedures and enterprise systems</p>
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<p>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)</p>	<p>Shared - college selection process</p>	<p>Shared - Policies, procedures and enterprise systems</p>
<p>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.</p>	<p>Shared - college selection process</p>	<p>Shared - Policies, procedures and enterprise systems</p>
<p>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.</p>	<p>Secondary</p>	<p>Primary</p>
<p>5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>Shared - college process, and results</p>	<p>Shared - Policies, procedures and enterprise systems</p>
<p>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. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)</p>	<p>N/A</p>	<p>N/A</p>
<p>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. (ER 14)</p>	<p>Primary</p>	<p>Secondary</p>

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.	Primary	Secondary
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)	Primary	Secondary
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)	Primary	Secondary
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.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
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.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
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.	Primary	Secondary
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.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
B. Physical Resources			

<p>1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>	<p>Primary</p>	<p>Secondary</p>
<p>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.</p>	<p>Shared - remainder</p>	<p>Shared - Bond, Deferred Maint.</p>
<p>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.</p>	<p>Shared - remainder</p>	<p>Shared - Bond, Deferred Maint.</p>
<p>4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	<p>Shared - remainder</p>	<p>Shared - Staffing formulas, TCO</p>
<p>C. Technology Resources</p>		
<p>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.</p>	<p>Shared - Instructional technology acquired at the departmental level will remain the responsibility of the department.</p>	<p>Shared - hardware, Enterprise systems, TCO</p>
<p>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.</p>	<p>"Shared - program reviews from divisions, departments, and units that include technology resource requests Campus level Student and Faculty</p>	<p>Shared - Budget allocation process, technology planning, facilities planning, data centers, Bond projects, deferred maint.</p>

		surveys on technology "	
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.	Shared - remainder	Shared - Policies, procedures and enterprise systems
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.	Technology training for faculty ; curriculum for training students on technology use.	Shared - assist with training for enterprise systems and technologies.
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared - implementation of policy; publicizing and enforcing the policies and guidelines.	Shared - Policies, procedures and enterprise systems
D. Financial Resources			
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)	Technology training for faculty; curriculum for training students on technology use.	Shared - assist with training for enterprise systems and technologies.
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.	Shared - implementation of policy; publicizing and enforcing the policies and guidelines.	Shared - Policies, procedures and enterprise systems
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.	Primary	Secondary

4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	Shared - college budget development	Shared - District allocation model
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.	Shared - college budget development	Shared - District allocation model
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.	Shared - college budget development	Shared - District allocation model
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	Shared – college-based evidence	Shared – Coordinating Audit
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.	Shared - college budget development	Shared – Policies, procedures and ERP protections
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.	Secondary	Primary - Cash Flow
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.	Shared - college budget development	Shared - District implementation of policies and procedures
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.	Shared - college budget planning	Shared - District allocation model; Districtwide planning
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	----	Primary

	related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		
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.	----	----
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.	Shared - college budget development	Shared - District allocation model
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.	Secondary	Primary
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.	Shared - remainder	Shared - Policies, procedures, publications

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

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.	Primary	Secondary
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	Shared - implementation of policy	Shared - Policies, procedures, publications

	forward ideas and work together on appropriate policy, planning, and special-purpose committees.		
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.	Shared - implementation of policy	Shared - Policies, procedures, publications
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.	Primary	Secondary
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.	Shared - College governance	Shared - Policies, procedures, publications, District governance
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	Primary	Secondary
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.	Shared - College governance	Shared - Policies, procedures, publications, District governance
B. Chief Executive Officer			
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.	Primary	Secondary
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.	Primary	Secondary
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, 	Primary	Secondary

<p>goals, and priorities;</p> <ul style="list-style-type: none"> • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 		
<p>4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</p>	Primary	Secondary
<p>5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</p>	Primary	Secondary
<p>6. The CEO works and communicates effectively with the communities served by the institution.</p>	Primary	Secondary
C. Governing Board		
<p>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)</p>	----	Primary
<p>2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</p>	----	Primary
<p>3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</p>	----	Primary
<p>4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</p>	----	Primary

<p>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.</p>	<p>----</p>	<p>Primary</p>
<p>6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.</p>	<p>----</p>	<p>Primary</p>
<p>7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</p>	<p>----</p>	<p>Primary</p>
<p>8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</p>	<p>----</p>	<p>Primary</p>
<p>9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p>	<p>----</p>	<p>Primary</p>
<p>10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</p>	<p>----</p>	<p>Primary</p>
<p>11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and</p>	<p>----</p>	<p>Primary</p>

ensure the academic and fiscal integrity of the institution. (ER 7)		
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.	----	Primary
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.	----	Primary
D. Multi-College Districts or Systems		
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.	----	Primary
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.	----	Primary
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.	----	Primary
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	----	Primary

<p>policies without interference and holds college CEO's accountable for the operation of the colleges.</p>		
<p>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	<p>Secondary</p>	<p>Primary</p>
<p>6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	<p>Secondary</p>	<p>Primary</p>
<p>7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>----</p>	<p>Primary</p>

LACCD DISTRICT OFFICE SERVICE FUNCTIONS

The Chancellor has developed District an administrative structure with defined responsibilities and duties to support the colleges and fulfill the roles defined above:

Office of the Deputy Chancellor

The Deputy Chancellor reports to the Chancellor and serves as the chief operations officer for the district. The Deputy Chancellor serves as the chair for all District Office/ESC Senior Staff meetings, coordinates the agenda for Chancellor's Cabinet meetings, liaises directly with the nine college presidents weekly, and attends all district-wide shared governance meetings.

The Deputy Chancellor is the lead executive that serves as Acting Chancellor in the absence of the Chancellor and interacts regularly with the District's Board of Trustees. The board support staff report directly to the Deputy Chancellor who assures that board meetings and the supporting documentation are prepared accurately. This includes close coordination with the Office of General Counsel.

The Deputy Chancellor also serves as the lead administrator for public safety and security services, currently provided by the Los Angeles Sheriff's Department Community College Bureau. The Deputy Chancellor serves as the Director for the Emergency Operation's Center from March 2020 to present. The Deputy chairs the Safety and Security Oversight Committee, which is a shared governance committee that is responsible to assure that performance metrics for the security provider are reviewed, updated and adhered to.

Units that report to the Deputy Chancellor

The following units within the District's organization currently report to the Deputy Chancellor:

- Board of Trustees Support Office
- Educational Programs and Institutional Effectiveness
- Internal Audit
- District Safety and Security Services
- Communications and External Relations
- Institutional Advancement
- Human Resources

Educational Programs and Institutional Effectiveness Division

Educational Programs and Institutional Effectiveness is responsible for overseeing districtwide areas core to academic affairs, student support services, and institutional effectiveness. EPIE works collaboratively with colleges and districtwide governance and consultation groups to ensure the development and implementation of the District Strategic Plan and support colleges in enhances student access, equity and success. This work is completed through the core functions of each EPIE unit:

Attendance Accounting

- Oversees submission of state apportionment reports
- Maintains District-wide academic and enrollment calendars
- Develops FTES projections, and provides ongoing and ad-hoc reports for enrollment and fiscal planning
- Provides central support for state compliance audits
- Provides expertise and support to colleges in the interpretation of attendance accounting regulations

Office of Institutional Effectiveness

- Guides periodic review of the district's mission, assess the effectiveness of its implementation, and assure that the mission aligns with the district's strategic goals and priorities
- Supports the design, implementation, and assessment of the District Strategic Planning process leading to publication of the District Strategic Plan (DSP)
- Defines and monitors strategic plan outcomes
- Monitors the effectiveness of District and college efforts in support of DSP goals and objectives
- Serves as liaison to Board of Trustees and Chancellor on issues related to strategic and educational planning

Institutional Research

- Produce data and populate student demographic, instructional, and student success reports
- Monitor Student Information System (SIS) for data integrity and accuracy
- Develops and administers surveys, including the District Student Survey, to support institutional effectiveness and student success
- Provides guidance to college researchers on accessibility, validity, and use of student information system data
- Coordinates and monitors all federal and state data submissions and outcomes
- Administers and coordinates the LACCD Institutional Review Board
- Develops and maintains the Institutional Research Data System and districtwide dashboards for district and college research use

Office of Student Success (OSS)

- Works with district faculty and staff to improve student learning and educational outcomes across our nine colleges.
- Directs the activities of California Community Colleges' Success Network ([3CCSN](#)), the

statewide professional development arm of the California Community College Chancellor's Office.

- The Office of Student Success oversees the following district-wide programs and activities: LA College Promise, Distance Education, Project Match, Guided Pathways, Student Equity and Achievement (SEA) Program, Chancellor's Advisory on LGBTQIA+ Affairs and the Apple Community Engagement Project.

Office of Instructional Support

- Manage Districtwide curriculum development processes in coordination with the District Academic Senate.
- Maintain District curriculum and student information systems, including college degree audits.
- Coordinate student services administrative groups to ensure effective application of Board Policies and Administrative Procedures.

Career and Adult Education

- Coordinate Districtwide implementation of local and regional Strong Workforce Program.
- Coordinate Districtwide implementation of the California Adult Education Program, including collaboration with regional adult education providers.
- Work with college Career Technical and Adult Education Deans to support local efforts toward quality career and adult education

The Human Resources Division

The Human Resources Division (HRD) has the mission of fostering a District-wide culture of service and accountability. We strive to create, support, and maintain a positive and nurturing work environment for our current and prospective employees. We are committed to providing leadership in establishing an equitable administration of policies that maximizes our colleges' ability to serve the needs and expectations of their students, employees and communities.

Units that report to the Human Resources Division:

Academic Recruitment (ARU)

The ARU strives to meet its goals through performance of the following functions: recruitment, selection, and minimum qualifications validation of full-time faculty, adjunct faculty, academic administrators and senior academic executives. The unit is also responsible for the salary placement of full-time faculty and academic administrators, and academic differential and point credit column advance allocation.

Assignments & Administrative Services (AAS)

The Assignments and Administrative Services Unit has responsibility for the audit of District database employee information for accuracy, focusing on the District coding system to ensure that the corresponding classification and assignment information for each employee is correct. This includes assisting the campuses with assignment changes, leaves, tuition reimbursements, differentials and Sabbaticals. The unit also assists the Informational Technology (IT) division and Payroll Services in testing upgrades and 'bugs' in the computer system.

Entry Services

The HR Entry Services Unit is responsible for focusing its efforts on clearances of new hire documents and assignments, Live Scan Fingerprinting, employment verification and acting as the de facto custodian of employee personnel records.

Projects, Policies, Procedures & Reports (P3R)

The P3R Unit is responsible leading the creation or modification of HR tools to support the efficient implementation and maintenance of employee assignments, creating and updating existing HR policies and procedures, and the development of reports/data in response to requests from organizations both inside and outside LACCD.

Employee and Labor Relations (ELR)

Employee and Labor Relations (ELR) provides managers with services and products that enable them to enhance the quality of their work force within the context of District policies and best practices. Support, assistance and professional development is provided on grievances, contract administration/interpretation, disciplinary action, change management, conflict resolution, supervisory/management techniques, performance management, and layoff procedures among many of the services offered.

Risk Management

The Risk Management unit administers the Districts property, liability and workers' compensation programs, including procurement of insurance policies, claims administration and advising colleges and business units on insurance requirements and certificates of insurance. The Risk Management unit also administers health and safety programs, including safety training, ergonomics and environmental testing.

Health Benefits Unit (HBU)

The [Health Benefits](#) Unit offers general benefits assistance, including information regarding laws and rules that impact health benefits, information regarding health benefits that the District offers, as well as enrollments for new employees and benefits changes that can be made due to qualifying life changing events.

Office of Diversity, Equity and Inclusion (ODEI)

The role of the Office for Diversity, Equity, and Inclusion is to develop and implement policies and procedures that follow Federal and State laws, including Title IX. ODEI investigates and recommends resolutions of discrimination complaints. The unit serves as a resource on relevant issues, aids if there is a disability related issue; and coordinates professional development in harassment prevention, mandated reporting, and other statutory training requirements.

The Office of Information Technology (OIT)

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our students.

The Office of Information Technology is comprised of seven areas of responsibility:

College Information Technology

Each of the campuses 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 AV and desktop technology needs for campus. LACCD is also committed to providing current and accessible computing resources to improve outcomes for students. Campus technology includes, SMART classrooms equipped with computing and audio-visual devices, document cameras, interactive white boards, tablet computers, and specialized lab equipment for education programs (e.g., Automotive Technology, Dental Hygiene, Aviation Technology, etc.)

Web Services, Student, and Scholarly Technologies

This team provides and supports web-based technologies that improve operational efficiency in direct support of faculty, advising, and students as well as technical oversight over collaboration tools (such as SharePoint and Zoom Conferencing). Through web-based platforms, faculty can provide students with recorded lectures, and access to syllabi, homework assignments, and grades, as well as the newest instructional technologies such as mobile learning and customized digital content.

This group also supports the PeopleSoft Student Information System and its ancillary systems. The SIS serves as the system of record for Student Administration and all operational and transactional data for all LACCD students are maintained in this system. Registration, enrollment, student finances, student self-service reporting, financial aid, retention, student records, and regulatory compliance are just some of the critical functions processed by these applications.

Enterprise Resource Planning Applications/ Administrative Applications

The group supports the SAP ERP system of record for Finance, Facilities, and Human Capital transactional data. Operational and transactional data for all staff and faculty are maintained in these systems and ancillary systems. Employee records, electronic signature, organization management, personnel administration, benefits, budgeting, time and attendance, procurement, billing, assets, General Ledger, employee access, auditing, and regulatory compliance reporting are some of the key functions processed by these applications. This includes the online employee portal, mobile technology, and portal technologies.

Infrastructure Services

LACCD infrastructure provides network and enterprise application support for all technology systems used by the District and oversees all data centers and cloud solutions. This team supports all telecommunications, wired and wireless network access, and enterprise email services. The infrastructure team sets standards and policies for infrastructure architecture

Information Security

The Information Security team creates, implements and maintains the information security program for the district. This program ensures that business data and information remain confidential, accessible, and under the control of the organization. This unit has six focus areas: (1) Information Security Policy and Standards; (2) IT Risk Management; (3) Information Security Training and Awareness; (4) Incident Response and Management; (5) Disaster Recovery and Business Continuity and (6) User Access Control. Since the information Security team is very small (2 persons) it relies on the rest of the OIT organization for the enablement and operationalization of the standards and implementation of the security program.

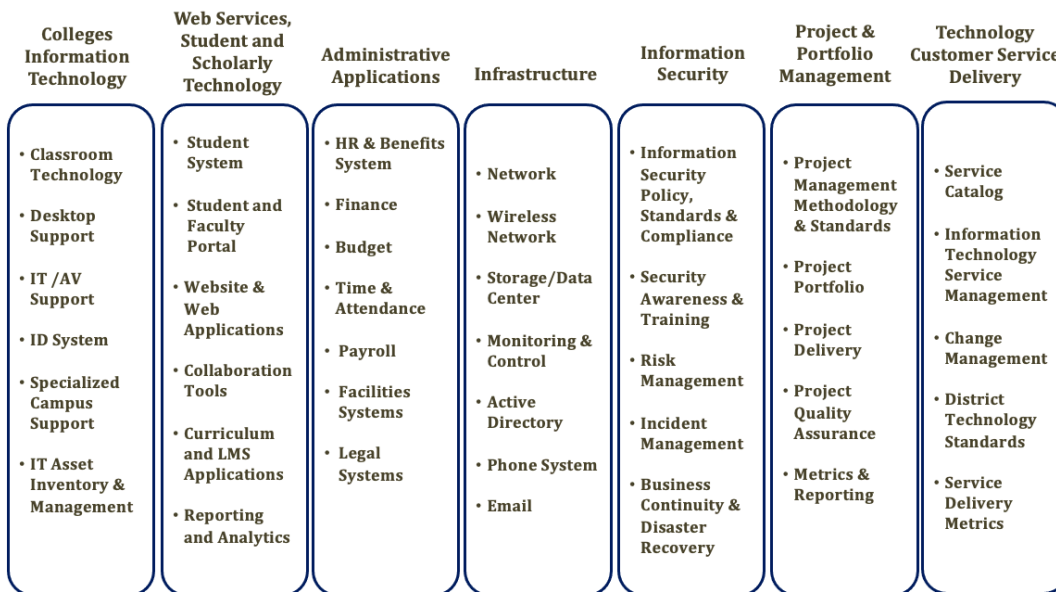
Project & Portfolio Management

This newly created team is focused on establishing Project management standards and a consistent methodology to be used by the district. This team also provides Project Management oversight for key information technology projects and programs and provides project quality assurance for the LACCD IT projects.

Technology Customer Service Delivery

This team provides a single point of contact for technology service and support requests. This unit also leads the development district-wide requisitions for computing devices, Audio-Visual equipment, and other district-wide asset needs. In addition to personnel located at the Educational Service Center; each College has a core team of professional technologists that support faculty and staff as well as equip instructional spaces and computer labs to meet instructional needs. This team helps drive support standards across the district to ensure quality customer service and support.

Functional Organizational Chart



Office of the Vice Chancellor/Chief Financial Officer

The Office of the Chief Financial Officer serves as the executive head over all financial and business management operations of the District including directing the development of financial strategies, policies, programs, models, controls and standards to insure the financial integrity and performance of the colleges and support of the overall operational and strategic missions of the District. Represent the District in all state and national organizations involved in budget and finance and monitor the effectiveness of the Board approved budget allocation mechanisms. Plan, develop, direct, evaluate and control the District's treasury operations which include cash management, investment management, capital financing and fixed assets.

The VC/Chief Financial Officer manages and directs the following departments:

Budget & Management Analysis

- Develop annual budget operation plan and provide instructions and guidelines for colleges to develop their budget plans.
- Develop Tentative Budget and Final Budget for Board adoption.
- Implement budget procedure changes to comply with federal, state, and local laws and Board rules.
- Development and implement Board approved allocation mechanisms for resource allocation.

Accounting

- Manage cash management, collections and investments.
- Record incoming revenues and outgoing expenditures and properly account for the resources through financial transactions and maintenance of the District's books and records.
- Establish audit trails and comply with Federal, State and County financial reporting requirements.

Accounts Payable

- Process payments to vendors/contractors, payroll deductions, reimbursement to employees and the maintenance of district payments and authorizing documents.
- Verify invoices with authorization documents to ensure accuracy and compliance with statutory requirements.
- Maintain records and files for all payments and authorizing documents.

Central Financial Aid

- Responsible for ensuring that federal and state financial aid is delivered to students accurately and timely through the student information system
- Ensure that all student aid programs are in compliance.
- Provide forum that leads to the implementation of standardized policies and procedures.
- Reconcile student Pell, Loan, FSEOG, FWS, and Cal Grant programs.
- Provide guidance and assists college administrators or managers with program review and audits.

- Provide Peoplesoft training to all new campus financial aid staff.
- Create and distribute District-wide publications.
- The Outreach Unit provides human resources and collateral for events such as Cash for College, Financial Aid Nights and FAFSA Workshops.

Payroll

- Process payments of salaries for all employees including all deductions.
- Calculate and process statutory and voluntary employee deductions, and deals with federal, state, and local authority requests for information.
- Resolve problems; develop policies and procedures to ensure control and compliance with district and regulatory requirements.
- Process payments of employment taxes, employee withholding taxes and Retirement contributions.

Business Services

- Provide consistent, efficient, and effective support services related to district and college business operations, contracts management, procurement and purchasing, and office and staff services.
- Develops, interprets, and implements rules and policies of the Board of Trustees and the administrative directives of the Chancellor as they effect business services and the physical resources of the district.
- Educational Services Center Building Management
- Monthly Board Agenda Preparation via BoardDocs
- Draft and issue Requests for Proposals, Invitations for Bids and other competitive procurements.
- Courier Services, Reprographics and Mail Services

Governmental Relations

The Legislative and Governmental Relations Division works in close collaboration with the Chancellor, Board of Trustees, internal and external stakeholders to meet the Los Angeles Community College District (LACCD), vision, mission and objectives of growing resources, reputation and relationships that benefit District students and employees. The division oversees governmental, legislative, and community affairs, as well as, districtwide Board of Trustees Taskforces, Board Ad-Hoc committees, Chancellor's Advisory Committees and special projects that advance LACCD educational programs and services. In addition, the Division directs all communications and media outreach for the District's policy and advocacy efforts.

Key Functions

- Advocate on behalf of the Los Angeles Community College District at the Local, State and Federal Levels
- Sponsor and support legislation that advances the mission and vision of the District.
- Strategize, develop and direct the District's annual legislative agenda.
- Serve as District lead on Legislative and Governmental Affairs
- Direct all communications and media outreach for the District's policy and advocacy efforts
- Serve as the District lead for national, state and community advocacy organizations

DISTRICT-WIDE ADMINISTRATIVE AND ACADEMIC COUNCILS AND COMMITTEES

To fulfill the District’s mission and the goals and objectives of the *District Strategic Plan*, administrative staff, college faculty, classified staff, and students meet regularly in 46 district- wide consultative bodies, councils, and standing committees. These committees meet to draft policy and procedural recommendations, to assure implementation of Board Rules and Administrative Regulations, to coordinate efforts, and to share best practices.

EXECUTIVE ADMINISTRATIVE COUNCILS

Chancellor’s Cabinet	
Description	Reviews critical leadership issues and reviews recommendations from other councils and committees before making final recommendations to the Chancellor.
Committee Charge	Helps set administrative and institutional priorities Reviews recommendations from Vice President Councils and forwards recommendations to the Chancellor for action Reviews recommendations from district-wide governance committees, including the District Budget Committee, the District Planning Committee, the Bond Oversight Committee, and the JLMBC and forwards recommendations to the Chancellor for action
Reports To	The Chancellor
Consults With	Vice President Councils, District Budget Committee, District Planning Committee, Bond Oversight Committee, and JLMBC
Meets	At least monthly, and as convened by the Chancellor
Chair	The Chancellor
Membership	Chancellor 9 college presidents Deputy Chancellor District Executive staff as deemed required by the Chancellor
Agenda/Minutes	Distributed via Email

CIO Council	
Description	Recommends changes to policies and procedures to improve Academic Affairs operations and reviews academic policy and procedural changes recommended by other constituent groups (DAS, CSSOs and CBOs).
Committee Charge	Addresses issues of concerns to Academic Affairs programs in the District Reviews Board Rules for proposed changes or modifications Reviews State rules to ensure understanding and uniformity of applications Reviews proposals for changes or modifications impacting academic affairs
Reports To	Chancellor's Cabinet
Consults With	CSSOs & DAC Councils, District administrative & faculty leadership, and Academic Affairs-related district-wide committees (i.e. Curriculum Deans, CTE Deans, etc.)
Meets	Monthly
Chair	Vice President elected by the Council
Membership	College Vice Presidents of Academic Affairs & Workforce Development Presidents' liaison Vice Chancellor for Ed. Programs & Institutional Effectiveness
Agenda/Minutes	Distributed via Email

Council of Student Services (CSSOs)	
Description	Meets to discuss and review issues related to district wide student services concerns.
Committee Charge	Coordinates and administrates student services operations Reviews and recommends new policies or changes to existing district policies Oversees and ensures compliance with district administrative policies and procedures Reviews recommendations and consults with other constituent groups or committees
Reports To	Chancellor's Cabinet
Consults With	CIO & CBO Councils, District administrative & faculty leadership, and Student Service district-wide committees (i.e. Admissions, CDC, DSPS, Financial Aid, EOP&S, etc.)
Meets	Monthly
Chair	Vice President of Student Services selected by committee
Membership	College Vice Presidents of Student Services Presidents' liaison Vice Chancellor for Ed. Programs & Institutional Effectiveness
Agenda/Minutes	Distributed via Email

District Administrative Council (DAC)	
Description	Addresses issues related to district-wide business and administrative services
Committee Charge	Oversees and ensures compliance with district-wide administrative policies and procedures Recommends policy changes when needed Facilitates and coordinates administrative operations Reviews business policy and procedural changes recommended by other constituencies groups (DAS, CSSO, and CIO)
Reports To	Chancellor's Cabinet
Consults With	Vice President Councils, Chief Business Officer, District Academic Senate
Meets	Monthly
Chair	Vice President of Administrative Services selected by the committee
Membership	College President liaison College Vice Presidents of Administrative Services District Chief Financial Officer
Agenda/Minutes	Distributed via Email

Executive Committee of the DBC	
Description	A subcommittee of the DBC, the ECDBC monitors the budgets of colleges that fail to operate within their annual budget allocations.
Committee Charge	Reviews operations of colleges that report negative year end balances Makes recommendations on strategies for balancing budgets Formulates policy recommendations on long-range financial strategies Formulates policy recommendations for maintaining District fiscal stability Formulates policy recommendations for facilitating debt relief and/or deferrals of repayments
Reports To	District Budget Committee
Meets	Once a month or as needed
Chair(s)	CFO/Treasurer
Membership	Chancellor Deputy Chancellor 2 College Presidents Director of Budget and Management Council of Academic Affairs Representative 2 District Admin. Council Representative 2 District Academic Senate Representatives 2 AFT Faculty Guild Representatives AFT Staff Guild Representatives
Agenda/Minutes	Link

Human Resources Council			
Description	Hears matters regarding classified service forwarded by the VP Councils and the Personnel Commission, and serves as a consultative body on other human resources issues and policies		
Committee Charge	Reviews all issues regarding classified service Serves as a management consultative body on matters outside the scope of collective bargaining. Serves as a consultative body on human resources policies and other matters that relate to the implementation of the systems modernization project Performs additional responsibilities and duties as may be determined by the Chancellor's Cabinet		
Reports To	Chancellor's Cabinet		
Consults With	Vice Presidents' Councils		
Meets	Monthly		
Chair(s)	Vice Chancellor of Human Resources		
Membership	<table border="0"> <tr> <td style="vertical-align: top;"> 2 College Presidents (Co-Chairs) 2 Vice President of Academic Affairs 2 Vice President of Administrative Services 2 Vice President of Student Services Personnel Director of the Personnel Commission serving as a resource person </td> <td style="vertical-align: top;"> Senior Associate Vice Chancellor of the Human Resources Division serving as a resource person Associate General Counsel serving as a resource person Five (5) additional HR Division staff serving as resource persons </td> </tr> </table>	2 College Presidents (Co-Chairs) 2 Vice President of Academic Affairs 2 Vice President of Administrative Services 2 Vice President of Student Services Personnel Director of the Personnel Commission serving as a resource person	Senior Associate Vice Chancellor of the Human Resources Division serving as a resource person Associate General Counsel serving as a resource person Five (5) additional HR Division staff serving as resource persons
2 College Presidents (Co-Chairs) 2 Vice President of Academic Affairs 2 Vice President of Administrative Services 2 Vice President of Student Services Personnel Director of the Personnel Commission serving as a resource person	Senior Associate Vice Chancellor of the Human Resources Division serving as a resource person Associate General Counsel serving as a resource person Five (5) additional HR Division staff serving as resource persons		
Agenda/Minutes	Distributed via Email		

Safety and Security Oversight Committee		
Description	Provides oversight for safety and security services and activities	
Committee Charge	Facilitates communication regarding safety and security matters Addresses complaints regarding campus policing that involve more than one college	
Reports To	Chancellor	
Consults With	3 Vice Presidents Councils and Student Affairs Committee	
Meets	Once a semester and more frequently as needed	
Chair(s)	Deputy Chancellor	
Membership	Deputy Chancellor Chief Financial Officer 2 College Presidents Vice President of Administrative Services 1 Vice President of Academic Affairs 1 Vice President of Student Services Faculty Guild Representatives	1 Supervisor Unit Representative 1 Staff Guild Representative Representative of Security Provider (Captain, Lieutenant, or other officer) Director of Business Services 1 Office of General Counsel Representative Student Trustee
Agenda/Minutes	Distributed via Email	

DISTRICT-LEVEL GOVERNANCE COMMITTEES

District Planning Committee (DPC)									
Description	Addresses issues related to district-wide planning, institutional effectiveness, accountability, and accreditation efforts.								
Committee Charge	Formulates and revises the District Strategic Plan & assesses its effectiveness Coordinates college and district-wide planning activities of the colleges, including those related to strategic planning, educational master planning, and program review Coordinates district-wide accreditation efforts Facilitates sharing effective practices related to institutional effectiveness & planning Coordinates Board Institutional Effectiveness & accountability reports								
Reports To	Chancellor's Cabinet								
Consults With	Vice President Councils, District Academic Senate, District Research Committee								
Meets	Monthly								
Chair(s)	Associate Vice Chancellor for Institutional Effectiveness								
Membership	<table border="1"> <tr> <td>Deputy Chancellor</td> <td>District Attendance Accounting</td> </tr> <tr> <td>Vice Chancellor for Ed. Programs & Institutional Effectiveness</td> <td>9 college research staff representatives</td> </tr> <tr> <td></td> <td>9 college administrator/planners</td> </tr> <tr> <td></td> <td>9 college faculty in charge of planning</td> </tr> </table>	Deputy Chancellor	District Attendance Accounting	Vice Chancellor for Ed. Programs & Institutional Effectiveness	9 college research staff representatives		9 college administrator/planners		9 college faculty in charge of planning
Deputy Chancellor	District Attendance Accounting								
Vice Chancellor for Ed. Programs & Institutional Effectiveness	9 college research staff representatives								
	9 college administrator/planners								
	9 college faculty in charge of planning								
Agenda/Minutes	Link								

District Budget Committee (DBC)															
Description	The DBC is the key budget committee for district.														
Committee Charge	Oversees development of the district budget Makes recommendations regarding budget policies Reviews and recommends modifications to the district budget allocation model Reviews annual FTES growth targets Monitors college debt and reduction efforts														
Reports To	The Chancellor														
Consults With	The Cabinet														
Meets	Monthly														
Chair(s)	Faculty and Administrative Co-Chairs selected by the committee														
Membership	<table border="0"> <tr> <td>9 College Presidents</td> <td>Supervisors/Classified</td> </tr> <tr> <td>6 Academic Senate Representatives</td> <td>Representative Local 721 Representative</td> </tr> <tr> <td>6 AFT Faculty Guild Representatives</td> <td>ASO Representative</td> </tr> <tr> <td>AFT Staff Guild Representative</td> <td>Deputy Chancellor (Resource)</td> </tr> <tr> <td>Local 911 Teamster Representative</td> <td>Chief Financial Officer (Resource)</td> </tr> <tr> <td>SEIU Local 99 Representative</td> <td>Budget Director (Resource)</td> </tr> <tr> <td>Building and Construction Trades Representative</td> <td></td> </tr> </table>	9 College Presidents	Supervisors/Classified	6 Academic Senate Representatives	Representative Local 721 Representative	6 AFT Faculty Guild Representatives	ASO Representative	AFT Staff Guild Representative	Deputy Chancellor (Resource)	Local 911 Teamster Representative	Chief Financial Officer (Resource)	SEIU Local 99 Representative	Budget Director (Resource)	Building and Construction Trades Representative	
9 College Presidents	Supervisors/Classified														
6 Academic Senate Representatives	Representative Local 721 Representative														
6 AFT Faculty Guild Representatives	ASO Representative														
AFT Staff Guild Representative	Deputy Chancellor (Resource)														
Local 911 Teamster Representative	Chief Financial Officer (Resource)														
SEIU Local 99 Representative	Budget Director (Resource)														
Building and Construction Trades Representative															
Agenda/Minutes	Link														

Joint Labor/Management Benefits Committee (JLMBC)		
Description	The committee has the authority to review the District's health benefits program and effect changes to the program it deems necessary to contain costs while maintaining the quality of the benefits available to employees.	
Committee Charge	<p>Recommends the selection, replacement, and evaluation of benefits consultants.</p> <p>Recommends the selection, replacement, and evaluation of benefit plan providers.</p> <p>Reviews and make recommendations regarding health benefits communication.</p> <p>Studies recurring enrollee concerns and complaints.</p>	
Reports To	The Board of Trustees	
Consults With	The District Budget Committee	
Meets	Monthly	
Chair(s)	Confirmed by the committee	
Membership	Management Representative AFT Staff Guild representative AFT Faculty Guild representative SEIU Local 721 representative	SEIU Local 99 Representative Teamsters Representative Building Trades representative
Agenda/Minutes	Link	
Annual Assessment	June 30	

District Technology Planning & Policy Committee (TPPC)		
Description	The TPPC addresses and makes recommendations on all district-wide strategic planning and policy issues related to information, instructional, and student support technologies.	
Committee Charge	<p>Makes recommendations on district-wide IT policy, standards, and strategies;</p> <p>Facilitates awareness of major IT initiatives;</p> <p>Provides a collaborative forum for technology discussion; and</p> <p>Informs on how technology can be utilized to transform institutional operations and enhance academic excellence</p>	
Reports To	Chancellor	
Consults With	VP Councils, DPC	
Meets	Monthly	
Chair(s)	Vice Chancellor of Information Technology	
Membership	<p>Vice Chancellor/Chief Information Officer – TPPC Chair</p> <p>Cabinet Representative – College President</p> <p>VC Ed. Services and Institutional Effectiveness District Academic Senate (DAS) – <i>5 Members + 2 Alternates</i></p> <p>DAS President or Designee – TPPC Cochair</p> <p>Chair of the District DE Committee</p> <p>3 Faculty Members + 2 Alternates</p> <p>AFT 1521 (Faculty Guild) – <i>1 Member</i></p> <p>AFT 1521A <i>1 Member + 1 Alternate</i></p> <p>District Administration – <i>3 Members</i></p> <p>VP Instructional Services</p> <p>VP Student Services</p>	<p>VP Administrative Services</p> <p>Resource Non-Voting Members:</p> <p>ELAC College Technology Committee Chair</p> <p>LACC College Technology Committee Chair</p> <p>LAHC College Technology Committee Chair</p> <p>LAMC College Technology Committee Chair</p> <p>LAPC College Technology Committee Chair</p> <p>LASC College Technology Committee Chair</p> <p>LATTC College Technology Committee Chair</p> <p>LAVC College Technology Committee Chair</p> <p>WLAC College Technology Committee Chair</p> <p>The nine (9) College Technology Committee (CTC) Chairs will serve as resource non-voting members on the TPPC. If a CTC Chair is not available to attend a TPPC meeting session, another member from the College Technology Committee will attend to represent the College (CTC should define a local process to appoint a designee).</p>
Agenda/Minutes	Link	

ADMINISTRATIVE COORDINATING COMMITTEES

Curriculum Deans Committee	
Description	Facilitates the curriculum development and approval process.
Committee Charge	Shares information and best practices about implementation of curriculum Administers approved degrees, programs and certificates Reviews degrees, certificates and programs to ensure compliance with District and state regulations
Reports To	Council of Academic Affairs
Consults With	Curriculum Chairs; Articulation Officers
Meets	As needed; usually once a semester
Chair(s)	District Dean of Educational Support
Membership	District Dean of Educational Support Services 9 college Deans of Academic Affairs
Agenda/Minutes	Distributed via Email

Career/Tech Education Deans Committee													
Description	Coordinates CTE programs and Perkins reporting among the colleges												
Committee Charge	Provides assistance to colleges on Perkins 1C regulations, reporting, budget and audit topics Provides a forum for Tech Prep information and assistance Provides colleges opportunities to share information on proposed new programs Provides assistance in preparing new CTE programs for approval Provides information and assistance for collaboration on CTE grants and new projects with community and industry partners												
Reports To	District Vice Chancellors, CIO Council, State Chancellor's Office CTE Unit												
Consults With	District Vice Chancellors, DAS, State Chancellor's Office CTE Unit, CIO Council, MIS												
Meets	Monthly												
Chair(s)	Dean of Economic and Workforce Development												
Membership	<table border="0"> <tr> <td>Vice President of Workforce Education- Rep to CIO Council</td> <td>College Deans of Academic Affairs and CTE</td> </tr> <tr> <td>District Vice Chancellors</td> <td>District Dean of Economic Development</td> </tr> <tr> <td>College VPs of Workforce Development/Economic Development</td> <td>District Dean of Ed Services</td> </tr> <tr> <td>District Academic Senate President and VP</td> <td>College Tech Prep Directors</td> </tr> <tr> <td></td> <td>Senior Secretary, Workforce Development</td> </tr> <tr> <td></td> <td>College CTE Support Staff</td> </tr> </table>	Vice President of Workforce Education- Rep to CIO Council	College Deans of Academic Affairs and CTE	District Vice Chancellors	District Dean of Economic Development	College VPs of Workforce Development/Economic Development	District Dean of Ed Services	District Academic Senate President and VP	College Tech Prep Directors		Senior Secretary, Workforce Development		College CTE Support Staff
Vice President of Workforce Education- Rep to CIO Council	College Deans of Academic Affairs and CTE												
District Vice Chancellors	District Dean of Economic Development												
College VPs of Workforce Development/Economic Development	District Dean of Ed Services												
District Academic Senate President and VP	College Tech Prep Directors												
	Senior Secretary, Workforce Development												
	College CTE Support Staff												
Agenda/Minutes	Distributed via Email												

CalWORKs Committee	
Description	Coordinates provision of CalWORKs services to eligible student program participants
Committee Charge	Discusses and defines the implementation of CalWORKs program services based on guidelines issued by the State and County in alignment with LACCD's own rules and policies. Shares best practices for providing services Proposes process improvement strategies Advocates for the improvement of program services to program participants Recommends appropriate course of action in response to program policy and budget issues
Reports To	State Chancellor's Office, and local College Administrators
Consults With	State Chancellor's Office, and local College Deans of Student Services and Academic Affairs
Meets	Monthly
Chair(s)	CalWORKs representative selected by committee
Membership	9 College CalWORKs Directors 1 District Wide Director 1 Vice President of Academic Affairs 1 Vice President of Student Services
Agenda/Minutes	Distributed via Email

District Research Committee (DRC)	
Description	Improves college and District research methods, enhances the usefulness of data in District and college planning processes, and increases the reliability and consistency of data collection methods
Committee Charge	Ensures the consistency and reliability of District and college data Develops appropriate methods to assist in the production of data needed for strategic planning Oversees the development of reliable and valid measures of effectiveness Enables a District-wide dialog and sharing of best practices on research methods, data collection and production, and the development and use of District information systems Facilitates the exchange of data, research and programmatic evaluation with the goal of improving methods and quality Explains research efforts and institutional data to the general District and college populations.
Reports To	Chancellor's Cabinet
Consults With	District Planning Committee
Meets	Monthly
Chair(s)	Dean of Institutional Effectiveness selected by committee
Membership	The Director of the District's Office of Research District Research Staff The Administrative or Classified Researchers from the nine LACCD colleges Vice Chancellor of Ed. Services & Institutional Effectiveness Cabinet Representative
Agenda/Minutes	Distributed via email

Schedule Production Deans Committee	
Description	Coordinates schedule production efforts of the nine colleges
Committee Charge	Review overall operational issues associated with schedule production Share best practices Make recommendations for standardization and improvement when necessary
Reports To	Vice Chancellor of Ed. Services & Institutional Effectiveness
Consults With	Council of Academic Affairs
Meets	As needed
Chair(s)	District Dean of Educational Support
Membership	College deans responsible for schedule production
Agenda/Minutes	Distributed via Email

District Distance Education (DE) Coordinators Committee	
Description	Addresses issues related to distance education and accreditation standards
Committee Charge	Reviews and support course management systems Coordinates administrative functions related to CMS Provides instructor training Facilitates communication and services regarding accreditation standards
Reports To	The Council of Academic Affairs and the District Academic Senate
Consults With	Vice Presidents Councils, District Academic Senate, Admissions & Records
Meets	Monthly
Chair(s)	DE Coordinator selected by committee
Membership	9 college representatives (faculty, admin. or classified staff responsible for campus DE) 1 Representative of the Council of Academic Affairs 1 District DE Coordinator 1 Representative of District Academic Senate 1 AFT Representative
Agenda/Minutes	Distributed via Email

Disabled Student Programs and Services (DSPS) Coordinator Committee	
Description	Addresses issues related to District Disabled Student Programs and Services Units
Committee Charge	Coordinates implementation of District DSPS Program operational procedures for service provision and special class offerings Ensures District compliance with student state and federal disability related mandates Facilitates the development of appropriate hiring practices for DSPS unit employees which allow the District to meet its state and federal mandates for the provision of disabled student services Recommends needed alterations of District disability-related policies and procedures Addresses specific disability related student problems occurring on the college campuses Collaborates with District, community and state constituency groups on DSPS related issues
Reports To	Council of Student Services
Consults With	Vice Chancellor for Educational Programs and Institutional Effectiveness, District Budget Division, District IT Division, District Legal Counsel
Meets	Monthly
Chair(s)	Director selected by committee
Membership	District DSPS Coordinators CSSO liaison, Dean of Ed. Services & Institutional Effectiveness
Agenda/Minutes	Distributed via Email

EOP&S Directors' Committee – Region 7 Collaborative

Description	Assists Chancellor's Office staff, the Student Services Cluster, and District staff in communicating to the regions all EOPS policies, procedures, administrative requirements, and general information generated during Regional Coordinators' meetings
Committee Charge	Assists in communicating EOPS policies, procedures, administrative requirements, and general information to the field Advises the Chancellor's staff, Student Services Cluster and district staff on problems, concerns and issues encountered in the regions regarding Title 5, EOPS program plans, budgets, and other State requirements Works with the Chancellor's Office, Student Services Cluster and district staff in development of statewide priorities and addressing statewide issues Assists the Chancellor's Office, the Student Services Cluster and District staff in the collection and reporting of EOPS data as requested/required by the Chancellor, Board of Governors or Legislature
Reports To	The Chancellor's Office and Council of Student Services.
Consults With	The Council of Student Services, college and district committees and program advisory boards.
Meets	Monthly
Chair(s)	Director selected by committee
Membership	Representation from 6 Districts and 14 Colleges (Compton, El Camino, the 9 LACCD colleges, Glendale, Pasadena and Santa Monica) Vice Presidents of Student Services/CSSO Representative, Dean of Ed. Serv & Inst. Effect. 14 EOP&S Administrators/ Coordinators LACCD representatives and program staff
Agenda/Minutes	Distributed via Email

Child Development Center Coordinators	
Description	Oversees the District Child Development Center programs.
Committee Charge	Provides information and recommendations to the Council of Student Services, the District Vice Chancellor of Educational and Student Support Services, District Budget Division and District Legal Council on issues related to the Child Development Centers regarding policies and procedures Coordinates the implementation of state and federal funding grants Addresses specific Child Development Centers related issues occurring on the college campuses
Reports To	Council of Student Services
Consults With	Council of Student Services, Vice Chancellor for Ed. Services & Inst. Effectiveness District Budget Division, District Legal Counsel
Meets	Monthly
Chair(s)	Director selected by the committee
Membership	The nine directors of the LACCD Child Development Centers Dean of Ed. Services & Institutional Effectiveness CSSO liaison for the Child Development Centers
Agenda/Minutes	Distributed via Email

Financial Aid Committee													
Description	Addresses issues related to student financial aid programs												
Committee Charge	Ensures compliance with federal, state and District rules and regulations on student financial aid by developing, implementing, and administering policies and operational procedures Shares best practices Works in partnership with various partners (Accounting, Business Office, other Student Services areas) to develop and implement training workshops Recommends enhancements to the district-wide financial aid automated systems and provides technical system modifications to ensure compliance with regulations Coordinates financial aid outreach activities and facilitates the development of consumer information materials for current students and college outreach efforts Responds to annual audits and program reviews												
Reports To	The Council of Student Services												
Consults With	Director of Accounting, College Financial Administrators, District Legal Counsel												
Meets	Monthly												
Chair(s)	District Financial Aid Manager												
Membership	<table border="0"> <tr> <td>CSSO liaison</td> <td>District CFAU Senior Computer & Network Support Specialist</td> </tr> <tr> <td>Associate Vice Chancellor for Instructional Support and Technology</td> <td>District CFAU Computer & Network Support Specialist</td> </tr> <tr> <td>Financial Aid Managers</td> <td>District Accounting Senior Accountant</td> </tr> <tr> <td>District Director of Accounting</td> <td></td> </tr> <tr> <td>District CFAU Financial Aid Supervisor</td> <td></td> </tr> <tr> <td>District IT Senior Programmer</td> <td></td> </tr> </table>	CSSO liaison	District CFAU Senior Computer & Network Support Specialist	Associate Vice Chancellor for Instructional Support and Technology	District CFAU Computer & Network Support Specialist	Financial Aid Managers	District Accounting Senior Accountant	District Director of Accounting		District CFAU Financial Aid Supervisor		District IT Senior Programmer	
CSSO liaison	District CFAU Senior Computer & Network Support Specialist												
Associate Vice Chancellor for Instructional Support and Technology	District CFAU Computer & Network Support Specialist												
Financial Aid Managers	District Accounting Senior Accountant												
District Director of Accounting													
District CFAU Financial Aid Supervisor													
District IT Senior Programmer													
Agenda/Minutes	Distributed via Email												

District Admissions and Records Committee	
Description	Addresses issues related to district wide admissions and records efforts
Committee Charge	Reviews all district-wide Admissions and Records policies to ensure district is in compliance with Title V regulations Coordinates all district-wide admissions and records efforts Facilitates sharing district-wide admissions and records best practices
Reports To	Chief Student Services Officers
Consults With	District Admissions and Records Supervisors and Technical Committee, District IT, Vice Chancellor of Educational Services & Institutional Effectiveness
Meets	Monthly
Chair(s)	Selected by the committee
Membership	9 college Deans of Admissions and Records District Office IT Representative Dean of Educational Support Services
Agenda/Minutes	Distributed via Email

Associated Students Advisors Committee	
Description	Reviews State policies, Board Rules, E-Regs, and operations related to student government and makes recommendations when necessary
Committee Charge	Assists AS student government boards with interpreting regulations governing how they conduct business on their respective campuses, including: <ul style="list-style-type: none"> • California Ed Code & LACCD Board Rules • LACCD Administrative Regulations • Local AS Constitutions • California Brown Act & Robert's Rules of Order
Reports To	Vice Chancellor of Educational Services & Institutional Effectiveness
Consults With	Council of Student Services
Meets	Monthly
Chair(s)	Advisor selected by the committee
Membership	9 College Deans or ASO Advisors Dean of Educational Support Services
Agenda/Minutes	Distributed via Email

International Student Advisors Committee	
Description	Coordinates activities of the International Education Programs at District colleges
Committee Charge	Interprets and applies regulatory/compliance policies impacting F-1 visa students Advocates of behalf of our students within the District and with local, state, and federal agencies such as the Department of Homeland Security Promotes diversity and international education in general
Reports To	Vice Chancellor of Educational Services & Institutional Effectiveness
Consults With	Council of Student Services
Meets	Monthly
Chair(s)	Director selected by the committee
Membership	Administrators and faculty members responsible for managing International Ed Programs at District colleges Dean of Ed. Services & Institutional Effectiveness
Agenda/Minutes	Distributed via Email

Business Office Committee	
Description	Addresses operational issues related to the campus business offices
Committee Charge	Plans and coordinates collection, distribution, and recording of all monetary transactions in compliance with local, state and federal regulations and laws. Facilitates sharing effective practices related to campus business office operations Reviews current business office policies and procedures and recommends improvements Represents Business Office managers on district-wide task forces and/or ad hoc committees that affect campus business office operations
Reports To	District Administration Council
Consults With	District Administration Council, Chief Financial Officer/Treasurer,
Meets	Monthly
Chair(s)	Chief Financial Administrator selected by committee
Membership	College Financial Administrators Associate Vice Presidents of Administration Business Office Supervisors Accounting Manager/Director of Accounting Information Technology Supervisor
Agenda/Minutes	Distributed via Email

Bookstore Managers Committee	
Description	Coordinates and improves District Bookstore operations
Committee Charge	Shares operational concerns with committee members and their constituencies Makes recommendations for the improvement of District-wide bookstore operations Reports to the Administrative Council recommendations on bookstore operations
Reports To	District Administrative Council
Consults With	District Accounting, Bookstore Task Force
Meets	Throughout the year as needed
Chair(s)	Bookstore Manager selected by the committee
Membership	Representatives from all nine LACCD Bookstores District Accounting Staff Vice President liaison to Administrative Council
Agenda/Minutes	Distributed via Email

Equal Employment Opportunity Advisory Committee	
Description	Assists the District in developing and implementing an equal employment opportunity plan
Committee Charge	Reviews all compliance related statues, laws and regulations Recommends improvement of compliance policies and procedures Recommends actions and programs to increase diversity of all groups
Reports To	Deputy Chancellor
Consults With	Presidents, District Academic Senate, all organized bargaining units
Meets	Quarterly with times and dates coordinated with schedules of membership
Chair(s)	Director of Diversity, Equity and Inclusion
Membership	Director, Office of Diversity Programs 9 College Compliance Officers 1 District Compliance Officer
Agenda/Minutes	Distributed via Email

African American Outreach Initiative Committee (AAOI)	
Description	Promotes student success and retention for African American students by collaborative efforts of faculty and staff in all nine colleges in the LA Community College District
Committee Charge	Coordinates college activities relating to the student success and retention of African American students in the district Facilitates the sharing of best practices in district to meet our goals Plans and implements professional development activities to support District and college recruitment goals
Reports To	Vice Chancellor of Ed. Services & Institutional Effectiveness
Consults With	LACCD Black Faculty and Staff Association Outreach and Recruitment Staff
Membership	Representatives from all colleges and the District Office
Agenda/Minutes	http://www.laccd.edu/aaoi/

COMMITTEES OF THE DISTRICT ACADEMIC SENATE

District Academic Senate (DAS)	
Description	Represents the faculty in all district level academic and professional matters
Committee Charge	Represents the faculty in all district-level academic and professional matters, as specified in Title 5 and in Board Rule 18102.
Reports To	The faculty through the college academic senates
Consults With	Chancellor through the DAS Executive Committee
Meets	Five times each academic year, on the second Thursday of the month at 1:30 pm
Chair(s)	DAS President
Membership	DAS President DAS Vice-president DAS Secretary DAS Treasurer Nine College Senate Presidents Three additional representatives from each college
Agenda/Minutes	Link

District Academic Senate Executive Committee	
Description	Organizing committee for District Academic Senate
Committee Charge	Oversees operations of the District Academic Senate Plans the agendas of DAS meetings Organizes special DAS events Drafts policy recommendations on all academic and profession matters
Reports To	District Academic Senate
Consults With	Chancellor and other members of senior staff
Meets	Fourth Thursday of every month, 1:30 pm, with some exceptions to date and time
Chair(s)	DAS President
Membership	DAS President DAS Secretary DAS Vice President DAS Treasurer 9 College Senate Presidents
Agenda/Minutes	Link

District Academic Senate Equivalency Committee	
Description	A standing committee of the District Academic Senate with primary responsibility for coordinating and reviewing equivalency petitions, monitoring and developing policy recommendations, and assisting in the implementation of such policies
Committee Charge	Reviews and make recommendations to the District Academic Senate on faculty equivalency applications Makes recommendations on academic standards Facilitate discussions on degree requirements as related to the state Minimum Qualifications Coordinates and communicates with District Discipline committees to promote cross district discussions
Reports To	President, District Academic Senate
Consults With	Vice President District Academic Senate
Meets	Second Monday of every month at 2:00 pm
Chair(s)	AFT Vice President and DAS VP
Membership	DAS President DAS Vice President Nine campus Academic Senate Presidents or their designees
Agenda/Minutes	www.laccd.edu/das/equivalencies.htm

District Academic Senate Curriculum Committee (DCC)	
Description	A standing committee of the District Academic Senate with primary responsibility for making recommendations in the area of curriculum and academic standards
Committee Charge	<p>Maintains oversight of the curriculum approval process</p> <p>Reviews and edits policies to comply with Title 5 and Ed Code changes.</p> <p>Makes recommendations to the District Academic Senate on procedures for curriculum and program proposals</p> <p>Responsible for making policy recommendations to the DAS in the areas of curriculum development and academic standards</p> <p>Facilitates discussions on articulation and coordination of programs and courses</p> <p>Establishes procedures consistent with minimum standards set by the Board of Governors to ensure faculty, staff, and students the right to participate in curricular discussions</p> <p>Sets standards that ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards</p> <p>Discusses standards or policies regarding student preparation and success</p> <p>Coordinates placement of courses into subjects and subjects into disciplines</p>
Reports To	President, District Academic Senate
Consults With	Vice President District Academic Senate
Meets	Monthly
Chair(s)	VP District Academic Senate
Membership	<p>The nine campus faculty chairs of the college curriculum committees</p> <p>President of the District Academic Senate</p> <p>Vice President of the District Academic Senate</p> <p>Academic Affairs Council Representative</p> <p>Vice Chancellor of Educational Services & Institutional Effectiveness</p> <p>Dean of Educational Support Services</p> <p>Chair District Articulation Officers Committee</p> <p>ASO Student Representative (nonvoting)</p>
Agenda/Minutes	www.laccd.edu/das/cur_committee.htm

District Academic Senate Discipline Committees	
Description	72 District Discipline committees meet to discuss general issues, concerns, and changes to the disciplines and make recommendations affecting the disciplines
Committee Charge	<p>Make recommendations on equivalency petitions</p> <p>Discuss faculty hiring criteria, including recommendations on additions and modifications to the state minimum qualifications list</p> <p>Make recommendations on transferability of courses in the discipline to CSU, UC and private colleges and universities</p> <p>Recommend requirements for certificates, degrees or transfer for the major</p> <p>Share best practices for student success, e.g., pre/co-requisites, entry and exit skills for sequential courses, student support activities, contextualized learning, etc</p> <p>Facilitate discussions on student learning outcomes for courses and programs</p> <p>Discuss career and labor market information involving the discipline</p>
Reports To	President, District Academic Senate
Consults With	Vice President District Academic Senate
Meets	As needed
Chair(s)	Varies
Membership	Discipline faculty (one from each college that has said discipline on each committee)
Agenda/Minutes	www.laccd/academicsenate

DISTRICT ACADEMIC INITIATIVE COMMITTEES

District Transfer Committee	
Description	Organizes district-level transfer activities and discussion.
Committee Charge	Provides a framework for district-wide transfer center programs Aligns their efforts with priorities emerging from the District Strategic Plan and statewide transfer policies and standards
Reports To	Student Success Initiative Steering Committee
Consults With	SSISC; Financial Aid Committee; Matriculation Committee, Articulation Officers
Meets	Monthly
Chair(s)	Transfer Center Director Faculty representative District Academic Senate President
Membership	9 Transfer Center directors DAS President Vice Chancellor of Ed. Services and Institutional Effectiveness District Dean of Student Success One Senate-appointed faculty member from each college
Agenda/Minutes	Distributed via Email

LACCD Sustainability Group	
Description	A group of faculty, administrators, and staff dedicated to raising awareness of sustainability issues throughout the district and to increasing green tech employment opportunities through new curriculum development
Committee Charge	Encourages infusion of sustainability themes into courses across the curriculum Works with CTE administrators and faculty to develop new green curriculum Develops student-to-student programs and other community-based modes of raising sustainability awareness
Reports To	Chancellor, District Academic Senate
Consults With	Chancellor, CTE Deans, DAS
Meets	Last Friday of every month, 9:00 am
Chair(s)	DAS President
Membership	Open membership, currently with 80 employees, primarily faculty
Agenda/Minutes	www.laccd.edu/das

Project MATCH Steering Committee	
Description	Provides advice, support and outreach for the Project Match faculty internship program to ensure LACCD better reflects the diversity of the communities we serve
Committee Charge	Supports program initiatives, plans and organizes program events, including reviewing applications and interviews Provides Project MATCH information to the campuses Acts as ambassadors to their campuses in support of the program Networks with organizations and other relevant groups regarding potential mentees
Reports To	Office of Student Success
Consults With	DAS President
Meets	Spring and Fall semester and as needed
Chair(s)	Project MATCH Manager (Associate Dean of Student Success)
Membership	DAS President Project MATCH Administrator (Dean of Student Success) 1 Faculty representative per college (as selected by their local Academic Senate President) 1 Classified staff representative
Agenda/Minutes	Distributed via Email