

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Los Angeles City College from March 1 - 2, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Martha Garcia
Team Chair

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*Persons who served as participants on the district review team are noted with an asterisk.

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FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: Los Angeles City College

DATES OF VISIT: March 1-2, 2023

TEAM CHAIR: Dr. Martha Garcia

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are attached to this report.

A four-member peer review team conducted a Focused Site Visit to Los Angeles City College from March 1-2, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College President on February 2, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 30 faculty, administrators, classified staff and students in formal meetings, group interviews, and individual interviews. The team held two open forums, one virtual open forum and one in-person forum, which were well attended, and provided the opportunity to the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations:

None.

Recommendations:

None.

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

District Commendations:

The Team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

District Recommendations to Meet Standards:

None.

District Recommendations to Improve Quality:

None.

Introduction

Los Angeles Community College (LACC) is a public community college established in 1929. LACC is part of the nine-college Los Angeles Community College District (LACCD) located in Los Angeles County, California. The college service area is varied and rich with individuals from diverse backgrounds. The service area includes the majority of Central Los Angeles, Hollywood, as well as communities with ethnic and linguistic identities, for example, Koreatown, Little Armenia, and Thai Town. Forty-two (42) percent of LACC service area residents were born outside of the U.S. which is larger than Los Angeles County (34 percent) and California (27 percent) foreign-born population, respectively.

LACC offers a full complement of general education, transfer-level, pre-collegiate, and career and technical education classes leading to an associate degree and/or certificate. Its instructional platform includes twenty-five (25) associate degrees for transfer, forty-five (45) associate degrees, seventy-six (76) certificates of achievement, thirteen (13) skills certificate, and forty-four (44) non-credit certificate program offerings. Several programs are accredited or approved separately by professional organizations or agencies such as California Consortium of Addiction Programs and Professionals for Addiction Studies, National Association for the Education of Children for the Child Development Center, Commission on Dental Accreditation of the American Dental Association for the Dental Laboratory Technician, Certifying Board of Dietary Managers of the Association of Nutrition and Food Service Professionals for Dietetic Supervisor/Certified Dietary Manager Program, American Bar Association for the Paralegal Program, California Board of Registered Nursing for the Nursing Program, and the Joint Review Committee on Education in Radiologic Technology-State of California Department of Public Health-Joint Commission on Accreditation of Healthcare Organizations for the Radiologic Technology Program.

LACC is committed to its mission by adopting an Educational and Strategic Master Plan that incorporates the principles of Guided Pathways as the core goals for the College to advance student achievement and to serve its diverse community. The College is also committed to equity. Through dedicated resources and platforms such as the Dream Center, UMOJA, Genderiversity and Multicultural Center, Center for Race, Equity, and Social Justice, and a number of other programs and services. LACC is working to integrate equity and inclusion as into its standard operations and services.

During the Focused Site Visit, the team observed two major basic needs services provided to students: (1) food distribution was being conducted, and it was evident by the line of students that this service is critical; and (2) Cubby's Closet provides formal and informal attire for students in a beautiful space. LACC is commended for their intentionality and commitment to provide basic needs services to students.

Eligibility Requirements

1. Authority

Los Angeles City College (LACC) is a public community college operating under the authority of the State of California, the California Community Colleges Board of Governors, and the Los Angeles Community College District Board of Trustees. LACC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

The College meets the eligibility requirement.

2. Operational Status

The Team confirmed that Los Angeles City College has been in continuous operation as an accredited community college since 1952. During the 2021-2022 academic year, the College enrolled 13,048 unduplicated credit-seeking students in fall 2021 and awarded 1,218 associate degrees in academic year 2020-2021.

The College meets the eligibility requirement.

3. Degrees

Los Angeles City College offers 25 associate degrees for transfer; 45 associate degrees; 76 Certificates of Achievement; 13 Skills Certificates; and 44 Noncredit certificates. The associate degrees require a minimum of 60 units, including an appropriate general education and concentration within an area of emphasis.

The College meets the eligibility requirement.

4. Chief Executive Officer

The Team confirmed that the Los Angeles Community College District (LACCD) Board of Trustees employs a Chancellor as the chief executive officer and has direct oversight of the Los Angeles City College President. The President of Los Angeles City College serves as the chief executive officer of the College and was appointed by the Board of Trustees in June 2018. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the Chancellor and College President to administer board policies and implement administrative procedures.

The College meets the eligibility requirement.

5. Financial Accountability

The institution has an independent auditor who conducts the annual external financial audits. The LACCD Board of Trustees receives and reviews the reports.

The College meets the eligibility requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

| | |
|---|---|
| X | The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive review visit. |
| X | The institution cooperates with the review team in any necessary follow-up related to the third-party comment. |
| X | The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third-party comment. |

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College meets the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

| | |
|---|---|
| X | The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| X | The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4) |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College has identified documentation of student learning outcomes as one of the gaps at the institution as noted in the Quality Focus Essay. The College has also recently implemented a new timeline for program review and resource allocation process. The College meets the Commission's requirements.

Credits, Program Length, and Tuition**Evaluation Items:**

| | |
|------|--|
| X | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| X | The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| X | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| N.A. | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> . |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College does not offer courses based on clock hours. The College meets the Commission's requirements.

Transfer Policies

Evaluation Items:

| | |
|---|---|
| X | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10) |
| X | Transfer of credit policies identify a list of institutions with which it has established an articulation agreement. |
| X | Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. |
| X | The institution complies with the Commission <i>Policy on Transfer of Credit</i> . |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College meets the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

| | |
|--------------------------------------|--|
| For Distance Education: | |
| X | The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> . |
| X | The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency. |
| X | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
| X | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| For Correspondence Education: | |
| N.A. | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1) |
| N.A. | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| Overall: | |
| X | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| X | The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> . |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements. |
| | The college does not offer Distance Education or Correspondence Education. |

Narrative:

The Team reviewed a sample of regularly scheduled online courses. The College does not offer correspondence education. The College meets the Commission’s requirements.

Student Complaints**Evaluation Items:**

| | |
|------|--|
| X | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. |
| X | The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures. |
| N.A. | The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards. |
| X | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> . |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative: The Team reviewed a sample of student complaint files and did not identify any issues that would be indicative of the institution’s noncompliance with any Accreditation Standards. In addition, the team reviewed each of the other elements of this component. The College meets the Commission’s requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

| | |
|---|--|
| X | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| X | The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> . |
| X | The institution provides required information concerning its accredited status. (Standard I.C.12) |

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College meets the Commission's requirements.

Title IV Compliance

Evaluation Items:

| | |
|------|--|
| X | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15) |
| X | If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| X | If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| N.A. | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |

| | |
|---|--|
| X | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> . |
|---|--|

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

| | |
|---|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative:

The College meets the Commission’s requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Los Angeles City College (LACC) demonstrates strong commitment to its mission that emphasizes student learning and student achievement. The mission broadly defines the College's purpose, educational programs, and commitment to student learning. The mission is publicized through the College website and the College catalog. The use of program review and student achievement data are examples of ways the College evaluates, plans, and makes decisions for improvement.

Findings and Evidence:

LACC's mission, which includes its Mission Statement, describes the College's broad educational purpose to empower students via pathways to achieve their educational and career goals. The College is committed to student learning and achievement through the many educational programs it offers. From general education and transfer preparation to career technical education and workforce readiness, the College offers many associate degree and certificate programs to serve its student population and to meet community needs. The College could further strengthen awareness of the mission by making it more centrally located on its manuals and handbook so that it serves as the guiding principle in planning, deliberations and decisions. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission. The College has established a systematic process to review its programs and services through program review. Program reviews help the College to assess progress and to determine plans for improvement to meet the educational needs of students. The College also has data dashboards that help the College to monitor and track the progress it is making in meeting established goals, particularly student learning and achievement. (I.A.2).

The College's program and services are aligned with the mission. The Team noted how the College is supporting a "diverse community of learners." LACC uses program reviews as one of the mechanisms to ensure alignment with its mission. As part of the program review process, departments review their data related to student achievement and in relation to meeting the College's mission. Annual and comprehensive program reviews are also used to determine priorities for the College. (I.A.3).

LACC's mission statement is widely published via the college website and catalog and is posted on the *Integrated Planning and Governance Handbook*. The Mission Statement was last reviewed in 2019 and adopted by the Board of Trustees in January 2020. (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

LACC holds regular and sustained dialogue about student equity, academic quality, and institutional effectiveness through various committees, taskforces, and professional development. Annual and comprehensive program reviews provide further opportunities for such discussions. The College demonstrated that they have an established process for reviewing and assessing learning outcomes for courses, programs, and the institution. LACC also has six Institutional Set Standards (ISS), with target and aspirational values, for student achievement, that are appropriate to its mission. These ISSs are also performance measures in the Educational and Strategic Master Plan (ESMP) and results are published annually in the ESMP Measures Report. LACC disaggregates quantitative and qualitative data by program type and mode of delivery and within programs by student demographics. It appears that strategies are implemented to address identified performance gaps. The College regularly evaluates its policies and practices across all areas of the institution, which is guided by the Integrated Planning Handbook. The College's student learning outcome (SLO) website houses the results of assessment and accreditation documents that are posted on the College website. Information about assessment and evaluation results is presented and discussed via their governance structure. The College engages in continuous, broad based, systematic evaluation and planning that integrates program review and resource allocation. The College uses the program review process to not only assess relevant data and progress but to also inform resource allocation, staffing, equipment, technology, and budget needs of the institution.

Findings and Evidence:

The College appears to hold regular and sustained dialogue about student equity, academic quality, and institutional effectiveness through various committees, taskforces, and professional development. For example, there was an equity presentation in 2019 and the Institutional Effectiveness Office published a newsletter highlighting various data elements. The College also uses convocations, new faculty orientation, workshops, and townhall meetings as another avenue to engage the college community on student equity and achievement data and information. Annual and comprehensive program reviews provide further opportunities for these discussions. (I.B.1).

Academic program SLOs are published in the College Catalog, whereas Student Unit Outcomes and corresponding assessment results are posted in SharePoint. Assessments are analyzed during the program review process. Definitions of student learning outcomes are available in various handbooks (e.g., Student Services Handbook and Administrative Services Handbook). The Team reviewed the College Catalog, an excerpt from the Curriculum Handbook, unit handbooks, two course syllabi, Business comprehensive program review, and SLO and Assessment Team meeting minutes to determine that LACC defines and assesses student learning outcomes for academic, student and learning support programs. The College has an established process for reviewing and assessing learning outcomes for courses, programs, and the institution. (I.B.2).

The College has defined and established six Institutional Set Standards (ISS), with target and aspirational values, for student achievement, that were developed based on five-year college averages or programmatic accreditation requirements and are appropriate and in alignment with its mission. Institutional set standards are published on the Office for Institutional Effectiveness website and results are presented to College Council and other committees. The College has a process to review and update Institutional Set Standards. Each department/area of the College assesses their progress towards established ISSs through the program review process. The Institutional Set Standards and applicable data are publicized via the College website and through its Numbers Week newsletter. The ISSs are also performance measures in the ESMP to help LACC determine student attainment of “educational and career goals” and results are published annually in the ESMP Measures Report. (I.B.3).

Assessment data is part of college planning to improve student learning and student achievement as it is part of the annual and comprehensive program review process. Reports are generated, such as the ISLO Assessment Report. Assessment data appears to be an integral element of college processes to help inform planning, decision making, enrollment management, and course scheduling. Surveys are also another mechanism the College uses to assess progress, determine needs, and areas of improvement for student support. (I.B.4)

The College uses program review processes that incorporate quantitative data to evaluate programs and services. The Team reviewed the College’s Integrated Planning graphic, program reviews, program review handbook, and data packs, dashboard screenshots, and an email about dashboard training. Programs are required to complete comprehensive program review every 3 years along with annual program update. Programs are also asked to do a SWOT analysis to identify how their program can help the College meet its goals. Data is disaggregated by ethnicity per program to assess success and equity gaps. The College has an established annual and comprehensive program review process. (I.B.5)

The Team reviewed the Student Learning Outcomes and Assessment (SLO&A) Committee Report and determined that the College disaggregated ISLOs by student demographics. Recommendations and action plans are developed to address performance gaps. The College shared data dashboards that allow faculty, staff, and managers to review progress and determine actions for improvement. The Integrated Planning and Governance Handbook outlined their program review processes and key units responsible. Part of the program review process includes the assessment of student learning outcomes and resource allocation. (I.B.6)

The College regularly evaluates its policies and practices across all areas of the institution, which is guided by the Integrated Planning Handbook. The Integrated Planning Handbook, which was revised in 2021, provides information on participatory governance and the reporting structure. Committees conduct self-assessment and submit assessment results with changes or updates to College Council or Academic Senate for review and approval. (I.B.7)

The College’s SLO website houses the results of assessment and accreditation documents that are posted to the College website under “About.” Program reviews, by unit, are published via SharePoint. The College also has various dashboards that include data for various

units/departments. Dashboards are used in program reviews to assess progress towards achieving goals and identifying areas of improvement. Through their participatory governance structure, information about assessment and evaluation results is presented and discussed. Committee meeting agendas, minutes, reports, and assessments are available on the College website for the respective committee, documenting these communications (I.B.8).

The College mission guides the Educational and Strategic Master Plan goals, objectives, and decision-making. LACC has an integrated planning and governance process as outlined in its Integrated Planning and Governance Handbook. The College engages in continuous, broad based, systematic evaluation and planning that integrates program review and resource allocation. The integral element of resource allocation according to College's integrated planning and governance process is program review. The College uses the program review process to assess relevant data and progress and inform resource allocation, staffing, equipment, technology, and budget needs of the institution. The College's Educational and Strategic Master Plan and applicable plans inform, addresses, and supports the college short and long-range institutional needs. While there is an integrated planning process in place, the College did indicate a gap in the communication of its resource allocation decisions to the respective departments and areas, they indicated this is an area that needs improvement.

In review of its integrated planning and resource allocation processes, the College has since made some changes to better inform its budget decisions. Originally, the College program reviews were due during the Spring semester. In doing so, the College recognized that it made resource allocation determinations challenging given the tight timeline to prepare the budget for the next fiscal year. Therefore, as of Fall 2022, the College implemented a new process with program reviews due during the Fall semester to coincide with resource allocation and budget planning in the Spring. Additionally, to ensure decisions on resource allocation are communicated accordingly, the College has developed a new process with documented decisions that is available widely. (I.B.9).

Conclusions:

The College meets the Standard. The Team is encouraged by the efforts of the College to adjust its program review and resource allocation timeline. The College should assess the progress with the implementation of its new program review and resource allocation process to assure continued planning integration.

I.C. Institutional Integrity

General Observations:

Los Angeles City College assures institutional integrity by broadly disseminating accurate information regarding the quality of its academic programs, student learning and support services, and its ability to meet its mission. The College has policies and procedures in place in order to ensure clear communication to students, campus stakeholders and the community it serves. LACC uses a variety of mechanisms to communicate its programs, courses, and services, such as the college catalog, class schedule, and the college website. The College provides

information about its mission, outcomes, programs, services, and accreditation status and maintains online and printed materials.

Findings and Evidence:

The College assures the clarity, accuracy, and integrity of information provided to students and campus community are updated and maintained via the website, catalog and program mapper. Process and timelines are provided to ensure updates are completed annually. The College's accreditation status is provided via a dedicated webpage and updates are made to ensure information is current. The College's mission statement is printed in the catalog and posted on the website. The College has a process for assessing and revising the mission statement, which takes place prior to the writing of the Educational Strategic Master Plan (ESMP), which is assessed annually and revised periodically. (I.C.1).

The College has a process and timelines in place to ensure updates to the catalog are completed annually. Printed or online, the catalog is available for current and prospective students. Current and archived versions of the online catalog are published each academic year. Addendums are published to publicize mid-year changes. (I.C.2).

The College has an approval process for regularly assessing program learning outcomes. There is also a Student Learning Outcomes & Assessment (SLO&A) committee to ensure programs and services are assessed to improve teaching and learning outcomes. The committee analyzes institutional learning outcomes as part of the comprehensive program review process. Further, the Academic Senate approved a course syllabi template addendum which is used to provide updated and approved learning outcomes to faculty and programs. (I.C.3).

The College uses the catalog as the main source for information about its degrees and certificates. The catalog includes a description of the purpose, content, course requirements, and program learning outcomes. The course section of the catalog also includes information about course description, units, hours, transferability and prerequisites. Student learning outcomes are also included in the course syllabi for each course. (I.C.4).

The College has established timelines and procedures to review institutional policies that are reviewed and updated by committees. The Integrated Planning and Governance Handbook outlines the college committee structure on reviewing and evaluating college processes annually. Policies and procedure updates are published during the catalog timeline revisions and on the College website. (I.C.5).

The College utilizes the catalog and College website to list tuition, fees, textbook costs via the bookstore and class schedule. A net price calculator is available on the website for the estimated cost of attendance (estimated cost of tuition, fees, books and supplies, room and board). Non-credit courses are free; tuition is the same for all credit courses regardless of programs. However, students who are considered non-California residents or international, out of state students are required to pay non-resident tuition fees. (I.C.6).

The College adheres to district established policies on academic freedom, the board policy statement is also published in the catalog and faculty handbook. The Academic Senate also adopted the Academic Rights & Responsibilities statement that is published on the website and Faculty Handbook. The contract between LACCD and AFT 1521 includes the following academic freedom statement in Article 4: “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students.” (I.C.7).

The College adheres to BP 5500 that addresses student conduct and behavior in accordance with the requirements for due process. The policy is published on the website and catalog. The course syllabi also include summary statements regarding student conduct and academic honesty. AP 5520 outlines the institution’s student discipline procedures. Board Policy 1204 established a Code of Ethics for all district employees and outlines academic rights and responsibilities. Academic Senate Rights and Responsibilities statement also delineates expectations of integrity and professional matters. (I.C.8).

The College uses the student faculty evaluation processes to understand how academic instruction aligns with professionally accepted views in a discipline, and to ensure faculty follow the official course outline of record regarding topics that are covered in the class. The student evaluation questions ask intentional questions to address the course topics. The evaluation parameters of the AFT 1521 Faculty Guild contract require faculty to provide students with a syllabus that includes grading standards, course expectations and evaluating students according to the stated criteria. (I.C.9).

The College adheres to Board Policy 5500 that addresses student conduct and behavior. The policy is published on the website and catalog. The course syllabi also include a summary statement regarding student conduct and academic honesty. Administrative Policy 5520 outlines the institution’s student discipline procedures. The College follows established policies for employees to address conduct from Personnel Commission Rule 735, basis for employee discipline along with the Academic Rights and Responsibilities statement adopted by Academic Senate. LACC also publishes the equity and ethics statement. Policies have been adopted in compliance with Title IX regulations, specifically to address sexual harassment, discrimination and Family Education Rights and Privacy (FERPA). (I.C.10).

The College does not have any instructional sites out of state or outside the United States. (I.C.11).

The College communicates matters of educational quality and institutional effectiveness, including its mission, student learning and achievement data, and assessment and evaluations to the public via the website. The College also designated an accreditation website that contains all official correspondence, reports and documents regarding ACCJC compliance and complies with accreditation recommendations, requirements and upholds integrity by making improvements as needed. Since its last Self-Evaluation, the College consistently meets all reporting deadlines and has submitted and received approval for all required reports, and it has responded appropriately to meet all requirements within the time period set by the Commission. (I.C.12).

The College provides all required information to ACCJC and publishes accreditation related reports on its accreditation webpage. The College communicates regularly and effectively with its accreditors and approvers and publishes changes to its status on its website. The College maintains effective working relationships with external agencies and complies with all regulations and statutes based on guidance from the California Community College Chancellor's Office (CCCCO) and its Board of Trustees Policies. Information regarding external agencies is available on the website and catalog. (I.C.13).

The College adheres to Board Policy 1204 Code of Ethics and Board Policy 2710 Conflict of Interest Policy, which prohibits employees from entering into contractual obligations for the District and its Colleges, which may lead to personal gain. All financial decisions, including revenue-generating activities, general or grant funded purchases, and bond expenditures, are brought to the Board of Trustees for review and final approval. Further, all financial activities are reviewed by the LACCD internal audit department with findings presented to the Board of Trustees. Board Policy 7700 provides procedures regarding the reporting and investigation of suspected unlawful activities by employees and protection from retaliation from those who make such reports in good faith (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College's instructional programs, are offered in fields of study that align with the mission, are appropriate to higher education, and lead to student achievement of SLOs, degrees, certificates, employment, career advancement, and transfer. The College has clear transfer and credit policies and articulations agreements that certify that the learning outcomes for transferred courses are comparable to its own courses, and appropriate to its mission. The College ensures that graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and prepare them for external licensure or certification. The College's distinct pre-collegiate level curriculum provides students with the necessary knowledge, skills, and supports to progress and successfully complete the college-level curriculum. The College does not have department-wide courses or program examinations.

The College ensures equity in success for all students by meeting the changing needs of its diverse student population and utilizing effective delivery modes, teaching methodologies and support services. Faculty ensure that the content and methods of instruction meet the academic and professional standards of the institution through on-going evaluation and improvement of courses, programs, and related services to assure currency, improve strategies, and promote student success.

The College supports a comprehensive approach to the development of SLOs. From the course to the program to the institutional level, student-learning outcomes are established and assessed regularly. Assessment results serve as the impetus for educational improvement. Furthermore, the SLOs are mapped so that they are in sync from course to program to institutional level. The Curriculum and Program Review processes ensure that courses and programs are reviewed cyclically.

The College demonstrates quality of instruction by following practices common to American higher education and endeavors to meet the standard of evaluating and improving the quality and currency of all instructional programs offered by the institution.

Findings and Evidence:

The College offers a range of programs with AS/AA/AA-T degrees, credit certificates, and noncredit certificate completions delivered in various modalities, and are published in the catalog. The College has an integrated planning process and a curriculum approval process that ensures all courses and programs align with the College mission. The College tracks the completion of all programs annually. Policies and Program Integrity Committee, Curriculum Committee, and Academic Senate engage in a formal approval process for new programs to assure alignment with the College mission and the integration with college goals and support the College's Educational and Strategic Master Plan. The course outline of record describes how each course meets the standards, including intensity, difficulty, and vocabulary to be appropriate for the college level. The College engages in annual assessments of its Educational and Strategic Master Plan and its programs, which are analyzed through data dashboards, such as for achievement of degrees, certificates, employment, and transfer to other higher education programs. The College engages in evaluation and implementation of sound policies and procedures for hybrid or fully online courses, ensuring through an outlined evaluation process

that online education provides students with the same rigor, regular and substantive interaction, and learning outcomes as in face-to-face classes. The Team encourages the College to continue the work that is underway to improve the consistency of regular and substantive interaction as defined in the LACC Online Educational Handbook. (II.A.1).

Curriculum development and course approval, to ensure that all instructional programs, regardless of delivery, are consistent with the College's mission. Faculty participate in curriculum development, review, and evaluation process to ensure that instructional content and methods have academic rigor and meet the standards of higher education. Course content and methods of instruction are defined by faculty in the official course outline of record, which is approved through the curriculum process via the Curriculum Committee and Academic Senate. Professional development opportunities are provided to faculty on different topics to address teaching methods and student performance. New faculty participate in the New Faculty Seminar during the first year which focuses on effective teaching practices. Faculty develop new programs, which are approved by faculty in the EPPIC, Curriculum Committee, and Academic Senate. Faculty engage in regular course SLO assessments, based on the curriculum review process, and document their dialogue and action plans. Faculty engage in comprehensive and annual program review that includes assessments of program learning outcomes and analysis of student achievement and learning data. Program learning outcomes align with institutional learning outcomes and are assessed through annual and comprehensive program review. The comprehensive annual program review process is documented in the College's Integrated Planning and Governance Handbook. With a program review, units create action plans that align with the strategic goals of the college and submit resource requests to support those action plans for programmatic improvement. (II.A.2).

The College's Student Learning Outcomes & Assessment (SLO&A) committee ensures that programs and services are systematically assessed to improve teaching and learning strategies and to achieve stated student learning outcomes. For approval by the Curriculum Committee, District, and/or state chancellor's office, new degrees and certificates must include learning outcomes. The SLO&A committee works with the Curriculum Technical Review committee to confirm that all course outlines of record have appropriate course learning outcomes (to include in each syllabus) and that all programs have appropriate program learning outcomes. All faculty are required to participate regularly in the learning outcomes assessment process and create related action plans as part of the College's process for assessing course and program learning outcomes. The College analyzes institutional learning outcomes as part of the comprehensive program review process including the identification of student learning needs. SLOs prior to summer 2021 were housed in eLumen. However, as of 2021, SLOs are maintained on a spreadsheet. (II.A.3)

The College offers pre-collegiate curriculum through both credit and noncredit programs, and they go through the same curriculum approval process as transfer-level courses. Those are aligned with college-level courses and programs and evaluated to measure the progress in the pathways of students' knowledge and skills. The College catalog describes for students the placement process for English, ESL, and math courses, in compliance with the AB 705 law, and distinguishes between college-level and pre-college level courses in those areas. The College distinguishes pre-collegiate level curriculum in the numbering and the details as described in the catalog. The catalog describes for students the goal of noncredit adult education programs as

well as noncredit and credit programs, and courses have separate sections in the catalog. The noncredit programs prepare basic skills learners, English as a second language learners, disadvantaged populations, and other non-traditional college students to attain the essential knowledge, skills, and abilities to successfully acquire and retain employment, transition to college, and/or effectively explore, plan, and establish career pathways leading to growth opportunities in high demand occupations. (II.A.4).

The College follows the regulations that the associate degree must be composed of a minimum of 60 units, of which at least 18 units must be in the major area or emphasis, and at least 18 units are in general education. The College offers more than 100 vocational and professional programs, aligned with its mission and the charge of higher education institutions. The College catalog details all associate degree and certificate program requirements with the total units required, program learning outcomes, course requirements, and programmatic requirements including general education for associate degrees. All associate degrees and certificate of achievement programs are approved through the College's curriculum review process and by the California Community College Chancellor's Office. The College ensures the quality of its instructional programs through its curriculum and program review processes. This includes ensuring that these are of appropriate length and can be completed through defined course sequencing, as well as assuring depth, rigor and synthesis of learning. This is evident in policy and the College catalog, published graduation requirements, and in the course/program development and review processes. The College does not offer baccalaureate degrees. (II.A.5)

The schedule of classes is designed to support students in completing degrees and certificates in a period of time standard for a community college. Newly proposed programs and certificates must be accompanied by a chart, which outlines a student's progression over a two-year period. As part of the new program approval process and the initial 2020-21 program mapping process, course sequences are designed to be appropriate for a full-time student to complete it within the shortest time based on the LACC's program map plan. The scheduling process utilizes a planning tool that provides historical enrollment, alignments with program course matrices and pathways, projections based on how many students are on the pathway, the mode of delivery, and a heat map dashboard to help in scheduling general education courses. Some of the data is used in the planning of course schedules include course success rates, program completion, and time to completion. The College utilizes the results for continuous program improvement and increased success, including by length of time to completion, and this translates into improved scheduling plans. (II.A.6)

The College dashboards disaggregate data, used in program review, and faculty hold discussions on the relationship between teaching methodologies and student performance as part of the learning outcomes assessment process, to develop course action plans to meet student learning needs, identify gaps and plans for improvement. To support equity and success for all students, the College also utilizes an array of delivery modes, learning support services, and teaching methodologies to meet the changing needs of all its students. The data driven scheduling process results in a schedule of classes that offers students face-to-face, hybrid, and online courses offered at a variety of time blocks to accommodate all types of students. Delivery modes are presented by the faculty developers and approved by the Curriculum Committee, including determining the appropriate delivery modes for the student population it serves. The methods of instruction are defined when courses are developed or updated and are noted on the course outline of record. The College follows approved procedures to approve courses for online

education, including regular, effective and substantive interactions between the student and instructor, led by the Curriculum Committee in collaboration with the Educational Policies and Program Integrity Committee. All faculty teaching online must obtain the necessary certification in CMS usage and online education pedagogy, including information on learning needs and pedagogical approaches to support students with varying learning styles. The College is encouraged to continue improving the quality control and the consistency of the level of regular and substantive interaction for distance education courses as stated in the LACC Online Education Handbook. (II.A.7).

The College does not have department-wide courses or program examinations. The Curriculum Committee reviews all prerequisites periodically as part of its standard procedures. The College follows placement criteria for English, ESL, and Math in compliance with the AB 705 law. If a student does not meet prerequisite requirements to enroll in a course based on college coursework or external exams evaluated by counseling faculty, the student may request to challenge or waive the stated prerequisite by petitioning with the appropriate discipline that teaches the course. The Catalog documents the protocols that are used to evaluate the granting of credit for prior learning for advanced placement exams, College-Level Examination Program (CLEP) exams, International Baccalaureate (IB) exams, credit for military service, and credit for courses completed outside the United States. (II.A.8).

The College awards credit using generally accepted norms or equivalencies in higher education, regardless of the mode of delivery for courses, degrees, and certificates. These regulations reflect the Carnegie unit model, which is the standard across all instructional programs. When adding or updating a course, the online course management system automatically calculates the correct number of course hours to ensure compliance with all requirements concerning assignment of credit hours. To be awarded a degree and/or certificate of achievement, students must successfully complete all required courses in their chosen degree and/or certificate program. Course learning outcomes and the grading scale are stated on the course syllabi, and are measured through embedded assessment. The Catalog explains the meanings of grades. Petitions for degrees and certificates are reviewed in the Admissions and Records Office by a graduation evaluator, who confirms course completion from the student transcript. (II.A.9)

Transfer-of-credit policies and receiving of credit are available to students in the College catalog, including advanced placement exams, College-Level Examination Program (CLEP) exams, International Baccalaureate (IB) exams, credit for military service, and credit for courses completed outside the United States. Transcript evaluation processes are conducted to assure ease and seamlessness of student transfer. Policies are in place stipulating transfer course articulation, and assured through established transfer agreements, listed at assist.org, and a process of regular review. The College has a full-time articulation officer who ensures that LACC follows the policies of the California Articulation Handbook and sits by position on the Curriculum Committee. Policy on transcript evaluation from other institutions is also in place and carried out through an Admission Office' evaluation technician, such as to determine if expected learning outcomes (content and objectives) from the transferred courses match those of LACC's, and with assistance from the department chair, if needed. (II.A.10)

From courses to programs to institutional, the College has defined learning outcomes. Course learning outcomes can be found on class syllabi. Program learning outcomes are noted in the College catalog. Institutional learning outcomes are noted for each Career academic pathway.

The Curriculum Committee reviews course outlines, revisions/modifications, and new course proposals, and all courses must include measurable course student learning outcomes (CSLOs). All programs have identified program student learning outcomes (PSLOs). The institution has adopted 11 institutional learning outcomes (ISLOs) in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. These outcomes are assessed on a regular basis and the outcomes are used to drive program improvements. CSLOs are mapped to PSLOs and ISLOs, and assessed by aggregating the CSLO scores that map to a particular ISLO. The College has a process for assessing progress made in student attainment of each institutional learning outcome. The Student Learning Outcomes and Assessment Committee is charged with assessing institutional learning outcomes on a regular basis. (II.A.11).

The College has a policy that includes the philosophy of general education for degrees, as well as a related statement and expectations available on the College website and Catalog. General education requirements for the completion of degrees have specific unit requirements in each of five areas: natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education. Those encompass ACCJC Learning Outcomes Requirement. The College has an approval process for accepting courses that satisfy general education requirements. Faculty determine which courses are included in the general education curriculum and provide justification for how they meet the parameters for general education. In addition to focusing on a core area of study with competencies and SLOs that are appropriate to the degree, courses must align with one of the 11 ISLOs that include the knowledge, skills, and abilities in the list of required outcomes. The College considers its general education learning outcomes to be its institutional learning outcomes. The College ensures that students who earn an associate degree have been successful in achieving the ISLOs established by the institution. (II.A.12)

The College adheres to Board Policy on the attainment of an associate degree or associate degree for transfer. The College offers degree programs with focused areas or inquiry or an established interdisciplinary core. This includes at least 18 semester units of study in a major or area of emphasis, identified in the College Catalog and in program maps, in addition to electives for a total of 60 semester units. The College offers one degree with an established interdisciplinary core, the Liberal Arts AA degree, with four areas of emphasis: Arts and Humanities, Natural Sciences and Mathematics, Performing and Visual Arts, and Social and Behavioral Sciences. All degrees have program learning outcomes that are statements of the core skills, performance abilities, attitudes, and/or values that students should possess at the completion of an entire course of study. Information about policy and interdisciplinary core with applicable course requirements are found in the College Catalog. (II.A.13).

The College verifies and maintains the currency of its CTE programs through program review, learning outcomes assessment, recommendations from industry advisory boards, and industry standards. CTE programs at the College have CTE advisory committees, which provide guidance in developing and reviewing the programs, on current or impending trends in the field of study, such as opportunities for employment, and make recommendations to change curriculum to ensure they meet external licensing standards. The College has a process for approving and regularly assessing CTE programs. All CTE certificates and degrees have program learning outcomes and include technical and professional competencies that meet employment standards. The College tracks licensure pass rates for those programs with external licensure. Information on CTE programs is provided at the CTE website, and the online Catalog and program maps, for

each degree and certificate, including required courses, preparation for external licensure or certification, and career opportunities. Information on external requirements and employment opportunities is found on the Career Center website. (II.A.14).

Processes and procedures are established in policy around program elimination, and to arrange for students to complete their education in discontinued programs. Program discontinuance goes through the Curriculum process of the College. A viability review looks at the effects on students and student success if the program is discontinued, and provisions that can and should be made for students in progress to complete their training. (II.A.15).

The College has a comprehensive and regular Program Review process to better evaluate and improve the quality and currency of all instructional programs offered, regardless of delivery mode or location. The process ensures that all instructional programs regardless of their focus or modality are relevant and promote student success through the achievement of clearly defined student learning outcomes. Program Review also drives institutional planning that leads to the fulfillment of the College mission. Each program is required to measure its success rates against both the Educational and Strategic Master Plan institutional-set standards and program standards. The program review process identifies progress, gaps, and plans for improvement and resource needs. The status and progress made towards implementing action plans are tracked annually. The College's curriculum development process is faculty led, and all courses and programs are reviewed cyclically. Student learning outcomes are also reviewed regularly, and student achievement data is analyzed for pursuing success and equity. The College recognizes that improvements are needed in the documentation of the outcomes and benefits of the action plans generated through program review and learning outcomes assessment. The College is encouraged to implement the action plan as outlined in its Quality Focus Essay to improve outcomes assessment and program review to inform curricular changes and resource allocation. (II.A.16).

Conclusions:

The College meets this Standard.

II.B. Library and Learning Support Services

General Observations:

The College supports its campus by providing library and tutoring services. The library services provided are sufficient in quality, currency, depth and variety and are available in both on campus and remote environments. The library evaluates its services and has found their programs and services to be satisfactory in all areas except library resource usage. Tutoring services are available in a variety of curricular areas and modalities; however, not all tutoring service areas are evaluated for feedback and improvement purposes. Learning support services and their contractual obligations are regularly evaluated and updated as needed. Additionally, technology needs are assessed for replacement on a regular basis.

Findings and Evidence:

Los Angeles City College provides library and learning support services through their physical and remote library spaces, as well as tutoring services that are provided throughout the physical campus and through remote access points. Library instruction is provided through library orientation sessions, research guides (LibGuides), tutorials and a Canvas workshop. Regularly scheduled surveys for both Library and various tutoring services show a high level of satisfaction from both students and faculty. The Team recognizes that there are sufficient learning support services in quantity, currency, depth, and variety to support educational programs regardless of a user's physical or remote access point. (II.B.1)

The LACC library and tutoring programs use annual program review results to identify equipment, materials and resources needed to support campus programs. Library materials are purchased using the guidance of the library's collection development policy, faculty, and student input as well as Curriculum Review Committee review of course outlines of record. Along with program review information, IT tracks age, condition, and operability of computers for potential replacement in the library and tutoring centers. Adaptive equipment and software that support students with disabilities is also purchased via a review process by the faculty who work in the Office of Special Services. (II.B.2)

A variety of methods are used by the LACC library to evaluate the resources and services that are being provided. These methods include program review, surveys, and user statistics. Writing center, office of special services (OSS) and math tutoring programs are regularly evaluated using point of service surveys. There are other tutoring services available on campus with variety of self-reflective practices; however, the Team would like to recognize the excellence of the writing center's evaluative processes and encourages the College to use this as a model for other tutoring services on campus. While the library program indicated in their ISER that utilization of their services is low, in discussion with the library team during the site visit, the library program indicated that they are actively planning ways to increase utilization of their in-person and online services. Students have indicated overall satisfaction for both library and a number of tutoring services in the most current assessment which was undertaken in a survey administered during the Spring of 2021. (II.B.3)

The Team acknowledges that the LACC library maintains a high level of collaboration between itself and other institutions. Usage of resources are tracked and used for assessment purposes. Contracts are regularly reviewed and renewed as needed. Tutoring services are scheduled using Penji which integrates with Canvas. Data is collected through this service and reviewed, when the need arises the Writing Center Coordinator communicates with Penji for updates and inquiries. (II.B.4)

Conclusions:

The College Meets the Standard.

II.C. Student Support Services

General Observations:

The College offers student support services aligned with its mission both in-person and online to ensure all students have access to all student services. LACC offers 18 student services programs that provide students with support and development to increase success. Students have opportunities for social development through co-curricular activities. All Student Services units have identified learning outcomes, regularly assess those outcomes, and use the results of program review to improve their services. Student Services units regularly evaluate policies to maintain consistency and ensure compliance. The College has processes in place for the safe, secure, and confidential recordkeeping of permanent student records, including regular data backups.

Findings and Evidence:

All student services units engage in comprehensive and annual program review and student learning outcomes and/or service unit outcomes. The College has a process for student services assessments and follows its comprehensive and annual program review integrated planning cycle that are shared and approved in participatory governance committees. Support services are provided for all students in-person and online services. (II.C.1).

The College engages in annual assessment of learning support outcomes through comprehensive and annual program review, which includes the assessment of both learning outcomes and outcomes related to the delivery of services to students. Program review assures that each support service has an outcomes measurement system in place to assess student outcomes. All student services units develop learning support outcomes as student learning outcomes (SLOs) when programs produce direct student learning, and service unit outcomes (SUOs) to measure the effectiveness of supporting student learning. Surveys, student participation rates, program utilization information, and other evidence are collected to support data analysis. SLOs and SUOs are regularly reviewed through collection and analysis of this data, as well as measurement and documentation of outcomes to ensure that continuous improvement is occurring. (II.C.2).

The College Catalog provides detailed information about support services available to students. To ensure equitable access, student services are provided in-person, over the phone, and remotely. Additional information on student support services can be accessed on each area's webpage. As part of program review, each student services unit uses the results of District and College student surveys to develop action plans to improve their services. (II.C.3).

The College provides students with several co-curricular programs offered through Athletics (Intercollegiate sports) and the Office of Student Life (Student Government, Student Clubs, Intramural Sports, and Student Leadership Academy). College policies require students to be in good standing to participate on competitive athletic teams. The College's enrollment priority procedure requires that students who are a part of a specialized group, team, or program must maintain satisfactory academic standing to receive a higher order registration priority. The Athletics program, which was suspended in 2009, was re-established in 2019 following an internal program viability review in 2015, which concluded that the intercollegiate athletics program was viable. (II.C.4).

The College provides counseling services to all students, which include academic, career and personal counseling. Counseling and advising services are in numerous locations and integrated within programs. All counseling and academic advising services participate in comprehensive and annual program review, which includes an assessment of how the services enhance student development and success. Evaluations of counseling faculty assess competencies and the student experience. Academic counseling is a “one-stop shop” to facilitate student academic and career success. Through online and in-person services, counseling helps students: 1) identify an academic path; and 2) enroll in courses that will align with their educational goal. Counselors participate in professional growth opportunities to remain informed and prepared to counsel and advise students appropriately. (II.C.5).

Admission to LACC’s credit or noncredit programs aligns with state standards. Board Policies and Administrative Procedures cover eligibility, enrollment of high school students, transfer of credits/acceptance of credits, and articulation. The Transfer Center provides information on graduation and transfer policies through transfer workshops, application assistance, and transcript evaluations. The Career Center provides information on career exploration, graduation and transfer alignment through career workshops, inventories, assistance, and job placement opportunities. (II.C.6).

LACC follows Board policy regarding assessment and counseling upon enrollment, including the administration of assessment instruments to determine student competency in computational and language skills as well as verification of mathematics and written competency requirement. Students are provided information on placement being self-guided, except for ESL, which has a guided self-placement survey that recommends ESL level. The College uses state-approved placement tests in accordance with AB705, which are validated by the State Chancellor’s office. For students working towards their degree, certificate, or transfer, the College follows the placement methods for Math, English, and ESL courses as outlined in AB 705. U.S. high school grades and coursework in Math and English can count toward student placement. (II.C.7).

LACC follows Board Policy regarding compliance with FERPA, HIPAA, and the release of student records. Policies for the release of student records are published in the online College Catalog. The College engages in periodic audits to ensure compliance with its established processes in protecting student records. The College has practices in place for storing student records in Admissions, Financial Aid, Counseling, and Student Discipline. (II.C.8).

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College uses its Human Resources effectively in support of its mission. There are established Board Policies, Administrative Procedures, and Human Resources Guides that inform human resources practices. The Team reviewed evidence that indicates the College will have all outstanding evaluations completed by the self-identified goal of May 2023.

Findings and Evidence:

The College uses its Human Resources effectively in support of its mission. There are established Board Policies, Administrative Procedures, and Human Resources Guides that inform human resources practices. The Team found evidence that faculty job descriptions include assessment of learning and that the College will be caught up with evaluations by May 2023. (III.A.1).

The College follows the minimum qualifications for faculty as set forth by the California Community Colleges Chancellor's Office and stipulated by LACCD BP/AP 7211. Faculty qualifications include appropriate degrees and discipline expertise. There is a procedure in place to determine equivalency. The College includes development and assessment of learning outcomes on faculty job descriptions. (III.A.2)

The College follows the minimum qualifications for administrators as set forth by the California Community Colleges Chancellor's Office. Minimum qualifications for administrator positions are included on job descriptions. The College has a process in place to ensure that applicants for administrator positions provide requisite credentials and transcripts, and Human Resources validates minimum qualifications prior to an offer of employment being made. (III.A.3)

The College follows the minimum qualifications for faculty and administrators as set for by the California Community Colleges Chancellor's Office. There is a process in place for the evaluation of foreign degrees. Human Resources validates minimum qualifications prior to an offer of employment being made. (III.A.4)

BP/AP 7150 stipulates that performance evaluations be performed for all employee groups at regular intervals, and the intervals are codified in Collective Bargaining Agreements (CBAs) for represented groups and in Human Resource Guides for groups without representation. The District engaged in Memorandums of Understanding (MOUs) with the bargaining groups to postpone evaluations during the Covid-19 pandemic. The College has implemented a plan to be caught up with evaluations by May 2023. The College has made outstanding progress in this area since August 2021. (III.A.5)

Standard IIIA.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting. (III.A.6).

Evaluation of faculty and staffing levels is conducted as part of annual Program Review. The College has a faculty hiring prioritization process in place to determine the number of new faculty hires. (III.A.7)

The College invites adjunct faculty to participate in the New Faculty Institute as well as other professional development opportunities. Adjunct faculty are invited to participate in participatory governance committees. The College holds workshops designed to meet the unique needs of adjunct faculty. (III.A.8)

Evaluation of staff support levels is conducted as part of annual Program Review. The CBA stipulates a minimum departmental clerical staffing level based on Full Time Equivalent Faculty (FTEF). The College has a process in place for the hiring of new and replacement classified staff. (III.A.9)

The College follows the District's Budget Allocation Model and the annual program review process to determine sufficient administrator staffing levels. (III.A.10)

The College adheres to the District's written personnel policies found in Chapter 7 of the Board Policies and Administrative Procedures, the Human Resources Guides, and the various CBAs, all of which can be found on the District website. (III.A.11)

The District has policies and practices to support its diverse personnel. BP 7100 Commitment to Diversity, BP 3420 Equal Employment Opportunity, and BP/AP 3410 Nondiscrimination identifies the District's commitment to diversity in employment. The District has also established a *Framework for Racial Equity and Social Justice*, a portion of which commits to diverse and inclusive HR practices. The College has established a *Race, Equity, and Social Justice Center* to support its diverse personnel. (III.A.12).

The College has an *Equity and Ethics* statement posted to its website, with signed commitments from administrators, classified staff, and faculty. Consequences for violation are outlined in BP/AP 7360 and 7365. (III.A.13)

The College provides personnel at all levels with appropriate opportunities for continued professional development. Annual program review identifies professional development needs, and the Staff and Organizational Development Committee plans for and evaluates effectiveness of professional development workshops. (III.A.14)

The College stores personnel records in a locked room and limits access to designated HR personnel. Employees have access to their own personnel records as codified in CBAs. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

Observations:

Los Angeles City College has established the Work Environment Committee, which includes all constituency groups. This committee gives updates on safety processes and changes to protocol. The College also has a Facilities Planning Committee. This committee reviews, researches, and provides recommendations on facility matters related to emergency planning, disaster preparedness and safety, all constituencies are represented. The College has a Facilities Master Plan, which was completed in 2002 that it updated with addendums. The District contracts with the County of Los Angeles to provide law enforcement and security services.

Findings and Evidence:

The responsibility for safe and accessible facilities is shared by the College and the District Facilities Planning and Development Department (FP&D). The College's Facilities Maintenance and Operations department (FM&O) conducts safety inspections that include Fire Inspection Reports, Fire Alarms Reports and Elevator Safety reports. The FP&D is involved in capital improvements for the College, higher cost deferred maintenance projects and developing districtwide safety standards. The College has a work order system, BIMGenie. Faculty, staff and students are able to report emergencies involving facilities or safety 24 hours a day, seven days per week. The information is reviewed and the work orders assigned by the College facilities staff. (III.B.1)

The College uses program review information to identify equipment needs, replacements, and maintenance requirements. (III.B.2)

The College works collaboratively with the District to review the utilization of facilities and other data to determine and prioritize projects for improvements, repairs and replacements. This information is also used to inform the list of scheduled and deferred maintenance projects. (III.B.3)

The District's Board of Trustees Facilities Master Planning and Oversight Committee reviews and updates the Facilities Master Plan when needed. When the College submits Final Project Proposals (FPP) to the State Chancellor's Office, they include Total Cost of Ownership projections. (III.B.4)

Conclusions:

The College meets the standard.

III.C. Technology Resources

General Observations:

The College and the District work together to provide technology services and support to the College community. In 2018, the District hired a consulting firm to perform an IT assessment,

resulting in an IT reorganization to improve services. The District Innovation and Technology Plan is aligned with District goals, and outlines priorities to support the District and each College.

Findings and Evidence:

Technology services and support are appropriate and adequate to support the College. Regional technology managers and support teams assigned to the campuses ensure campus needs are being met. The districtwide Technology Policy and Planning Committee has campus representatives on the committee, and the College has a Technology Steering Committee operating under the College Council that makes technology recommendations to the LACC President. (III.C.1)

The College and District continuously plan for updates and replacements of technology through a bi-annual examination and testing of IT equipment in labs, classrooms, and study spaces, and results of these examinations are communicated to the College's annual program review to allow each program to consider technology needs. The District has a *Technology Lifecycle Replacement Standard* and *Technology Maintenance and Refresh Process* to provide guidance and consistency for technology upgrades. (III.C.2)

The College and District work together to ensure that technology resources are implemented and maintained to assure reliable access, safety, and security. There are established processes in place to ensure technology work is completed as needed and replacement of technology. There are various policies and processes in place to ensure data is secure and a data recovery plan in the event of a data breach or other critical technology emergencies. (III.C.3)

The College offers technology training for employees at the Teaching and Learning Center and through workshops organized by the Staff and Organizational Development Committee. The District IT Department offers training resources through its webpage. There are student tutorials on how to access various technologies such as web registration, Canvas, email, and Cranium Café. Students can also receive one-on-one assistance in the library computer labs. (III.C.4)

The District BP/AP 3720 Computer and Network Use provides policies and procedures that guide the appropriate use of technology in the teaching and learning process. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The Los Angeles Community College District and Los Angeles City College are dedicated to using fiscal resources to support student learning while planning and managing financial affairs with integrity and in a manner that ensures financial stability. The Board of Trustees has established policies for fiscal oversight and the district has put in place administrative procedures to implement the policies.

Findings and Evidence:

Funding for the District, primarily is allocated from state apportionment funding. Those funds are allocated to the Colleges through the District Resource Allocation Model. The District has maintained a net ending balance over expenditures ranging from 17 to 21 percent over the past five years. The Administrative Services Department prepares a budget update each month for the unrestricted general fund to confirm that the College is operating within budget. (III.D.1, III.D.9)

The College develops its budget and sets its priorities to meet institutional goals and objectives. The College uses their program review process to tie budgets to institutional plans and the college mission. The President holds a Budget and Facilities Town Hall each fall and spring, which includes review of the budget. (III.D.2)

The Budget Development process is governed by Board Policy. Budget procedures are revised when needed to comply with regulations. The District defines the budget process and provides that information to the College to utilize as they develop the budget. The College has a Budget Committee that meets monthly to make recommendations on the development of the unrestricted general fund budget and to also review the status of expenditures. Resource allocations are derived from program reviews and are prioritized based on need. (III.D.3)

The District Budget Committee has developed debt policies to ensure accountability. Colleges showing a deficit must develop a corrective action plan which is reviewed at the District level. (III.D.4)

Requests for expenditures are only approved if there are funds available in the budget. The accounting system rejects requests that place the line item over budget. The District also has an internal audit function that reports to the Board of Trustees. Internal control is one focus of the internal audit function. They set yearly review plans and provide correction action plan updates to the Board Budget and Finance Committee. (III.D.5, III.D.6, III.D.8)

Institutional responses to external audit findings are comprehensive and communicated appropriately. External audit information is shared with the Budget and Finance Committee and the Board of Trustees. Most findings are implemented or partially implemented by the next audit cycle. The District has received unmodified opinions the past three years. (III.D.7, III.D.8)

Grants and externally funded programs have an accountant assigned to provide fiscal monitoring and oversight. There is a District foundation as well as a College foundation. Each of these entities has an annual external audit. Federal and state financial aid programs are audited as part of the District external audit. (III.D.10)

The District's most recent actuarial plan to determine Post-Employment Benefits (OPEB) was completed in 2021. The actuarial study indicates that the OPEB liability is funded at 18.92%. The District also established an irrevocable trust with CalPERS to pre-fund a portion of the plan costs. The trust account currently has a balance of approximately 184 million dollars. (III.D.11, III.D.12)

The College has no locally incurred debt instruments or Certificates of Participation. The LACCD has approved the issuance of four general obligation bonds over the past 25 years for approximately 9 billion dollars to construct new buildings and remodel existing ones, as well as upgrade technology, build parking structures and fund other capital projects. A District Citizen's Bond Oversight Committee has been established to ensure that expenditures are consistent with bond language. The bond program undergoes a performance audit as well as a financial audit annually. (III.D.13, III.D.14)

The Central Financial Aid unit is responsible for monitoring receipt and distribution of Title IV federal financial aid and monitors loan default rates. The College partners with a nonprofit organization to provide financial literacy programs and workshops to help students repay their loans on time. The most recent official default rate available is from 2018 at 8.7%. The projected default rate for 2019 is 5%. (III.D.15)

Contractual agreements are reviewed at the District level prior to review and approval by the Board of Trustees. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Decision-making roles and processes are clearly delineated for the College. The participatory governance structure supports innovation and allows all members of the campus community the opportunity to bring forward recommendations.

Findings and Evidence:

The College uses the *Integrated Planning and Governance Handbook* (2021) to support improvement and innovation at all levels. Per the handbook, “All individuals at the campus can bring forward recommendations or ideas for change. Individuals can present their ideas to their immediate supervisor, who in turn can take the idea to their supervisor. Recommendations can be made directly at open committee meetings or through constituency representatives. Faculty and staff also contribute to change by participating in program review. Recommendations to improve any aspect of the College can be made through LACC’s Suggestion box.” (IV.A.1)

The College uses the *Integrated Planning and Governance Handbook* to define participatory governance and this document generally describes the roles of the President, Administration, Associated Student Government, faculty, and Classified Staff, whereas Board Policy 2510 defines the role of students in decision-making at LACC. (IV.A.2)

The *Integrated Planning and Governance Handbook* defines the roles of administrators and faculty in determining institutional policies, planning, and budgeting. Program review and annual updates. These programmatic reviews provide a venue for each program to voice needs based on faculty and administrative areas of expertise. Through discussions with the Vice President for Instruction (VPI), Vice President for Student Services (VPSS) and Deans, the Team confirmed that there are policies and procedures in place at the College for faculty and administrators to have a voice in planning and budgeting. (IV.A.3)

The LACC Curriculum Handbook outlines curriculum processes and faculty roles. Board policies describe the roles of faculty and administrators in the curriculum process (e.g., AP 4023 Program Approval and BP 4020, Program, Curriculum and Course Development) as does the Collegial Consultation Agreement. This process is heavily influenced by faculty and the President. Ultimately, the Board of Trustees approve courses and programs based on recommendations from faculty and the Academic Senate. The *Integrated Planning and Governance Handbook* as well as program reviews are used to assess and improve student support programs. (IV.A.4)

The Integrated Planning and Governance Handbook is the foundation for governance, which is supported by the College Council Operating Agreement, and BP 2510 Participation in local decision-making. There are many documents detailing structure, including messages from the President. (IV.A.5)

Committee meeting agendas and minutes are posted to the College website. Additionally, the President holds consultations each month with constituent groups for discussions on potential decisions and hosts Town Hall meetings. Per the College Council Operating Agreement, “The College Council functions as the college’s deliberative council. The College Council arrives at shared decisions in a collaborative manner. Members of the College Council share information with their respective constituencies for review and input that informs how the College Council members should represent their views and concerns during discussions on matters of business before the Council.” (IV.A.6)

The College regularly evaluates its governance and decision-making structures. The College’s processes are documented in annual assessments by committees that are posted to the website. Process changes are approved by College Council and reflected in meeting minutes. The College President engages in communications via Town Hall meetings. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The Los Angeles City College President (CEO) has the primary responsibility for institutional quality, planning and oversight of the College. The President is actively engaged in leading a system of governance that includes a variety of constituent group representatives in the planning and decision-making process. The President communicates in a variety of means with the campus on a regular basis, and actively supports the College mission and its programs to ensure student success.

The President has primary responsibility for the quality of the institution and provides leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. This responsibility is delegated to the President by the Board of Trustees through the Chancellor. LACC has a deep-seated, faculty-driven culture of using data for decision making. The President communicates using several different modes to the College community. Direction from the President is based on quality learning and student success.

Findings and Evidence:

Each semester, the President conducts a Budget & Facilities Town Hall meeting open to everyone to attend to provide an update to the College community specifically on the status of the College budget and the College construction program. The President provides a monthly report to the College Council and to the LACC Foundation Board. The President speaks in the

community about the College, to educators, businesses and community leaders. The current President began in January 2018. As noted by the College, there was low morale across the campus prior to that time. In her first year, the President helped shift the attitude of the College with her enthusiasm, planning, organizing, and budgeting skills. The College budget was balanced within six months for the first time in five years. In addition, employees have been assigned to areas best suited to their strengths, and several vacant positions have been filled. (IV.B.1)

The President has processes in place to assure delegation of authority to the vice presidents, deans, and managers through a group known as the LACC Management Team. The delegation of authority is solidified through regularly scheduled meetings. (IV.B.2)

The College has a well-established collegial process that sets institutional values, goals, and priorities. The governance processes facilitate discussion and decision-making. (IB.3)

The College has established institutional-set standards for college-wide student achievement appropriate to the mission. The standards are correlated to course completion, degree completion, certificate completion, transfer, job placement rates, and licensure/certification examination. (IV.B.4)

The College establishes, reviews, updates, and approves institutional-set standards through the participatory governance process. The President prepares and delivers reports to the LACCD Board of Trustees as required and requested. While LACC had been experiencing budget challenges, the collective work of the College has resulted in balancing its budget for the last four years, having an enrollment recovery plan in place, and focusing on guided pathways and successful program completion. The President has forged strong relationships in the community by her involvement in several community organizations, in creating formal partnerships with area nonprofits, and in ensuring that the community feels connected to LACC. (IV.B.5)

The President ensures that communities served by the College are regularly informed about the institution in a variety of ways. A weekly publication titled “This Week @ City” is shared with the campus via email and posted on the website. In addition, a “City Chatter” newsletter and periodic press releases help keep the community informed. LACC has community partnerships in place, such as the Wesley Health Center/campus health services partnership, and the LA LGBT Center partnership to address student homelessness. (IV.B.6)

Conclusions:

The College meets this Standard.

IV.C. Governing Board

General Observations:

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee

entitled Committee of the Whole. The Board meets monthly and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the Chancellor.

Findings and Evidence:

LACCD's Board policies outline the scope of the Board's duties and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, as well as the Board's committee structure. (IV.C.1, ER 7)

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics*, affirms the notion that the Board acts as a whole and that authority rests only with the Board and not with individual Board members. (IV.C.2)

Board Policy 2531 and related administrative procedures provide guidance in the selection of the Chancellor. *Board Rule 10105.13* states that the Board will conduct an evaluation of the Chancellor annually. The evaluation of the Chancellor culminates with a recommendation for contract renewal. (IV.C.3)

Board Policy 2200 defines the Board's role and responsibility in protecting the public interest and affirms that the Board is an independent policy-making entity. Furthermore, *Board Policies 2710 and 2715* define the Board's responsibilities and obligations concerning conflict of interest and establishes ethical rules in protecting the District from undue influence. (IV.C.4, ER7)

Board Policy 2200 defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established five subcommittees to assure quality and improvement in core areas including: institutional effectiveness, student success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight. The Board has also established a Committee as a Whole to review general and special topics of interest. (IV.C.5)

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership* and *Board Policy 2015 – Student Trustee*), duties and responsibilities (*Board Policy 2200 – Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*) and *Board Policy 2220 – Committees of the Board*). Where appropriate, the District, through the Chancellor, has established related administrative procedures to operationalize Board Policies. (IV.C.6)

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures.

The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review schedule beginning in 2023 for all policies and procedures as outlined in Administrative Procedure 2410 – *Board Policies and Administrative Procedures*. (IV.C.7)

The District keeps the Board of Trustees informed of student academic performance through a review of the data with the Board’s Institutional Effectiveness and Student Success (IESS) Committee. After review and discussion of the data, the IESS periodically refers the information to the Board’s Committee of the Whole. During its annual retreat the Board uses the data to establish annual goals and to update the District’s strategic plan, as well as in other related plans. (IV.C.8)

As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705. Board member terms of office are outlined in BP 2100 – *Board Elections*, which provides for staggered terms to ensure continuity of leadership. (IV.C.9)

Board Policy 2745 defines the Board’s annual self-evaluation process. The Board has complied with their policies as evidenced by the Board’s meeting minutes (January, 2022) and the report of their findings. The Board has implemented and participated in a variety of training programs in order to improve Board performance. (IV.C.10)

The Board has adopted both a conflict-of-interest policy (*Board Policy 2710 – Conflict of Interest*) and code of ethics (*Board Policy – Code of Ethics-Standards of Practice*) policy, which assures that individual board members maintain impendence from the District and also defines a process for sanctioning an individual Board member who violates Board Policy. Also, Board members file a Statement of Economic Interest form annually. (IV.C.11)

Board Policy 2430 and *District Governance Handbook* detail how the Board delegates responsibility and authority to the Chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the Chancellor accountable for the operation of the District and the administration of Board Policies. (IV.C.12)

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board’s Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The Los Angeles Community College District (LACCD) is a nine-college district. The Board of the LACCD delegates authority for administering board policies and overall operations to the Chancellor. The Chancellor, in turn, delegates appropriate authority to the College Presidents to administer and operate each college. As part of the evidence, the District provided an accreditation matrix, which delineates responsibility for meeting accreditation standards between the Colleges and the District. LACCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes and makes changes to these systems to effectuate continuous improvement. Through its data assessment and planning processes, LACCD has maintained its leadership role in social justice and equity by adopting a districtwide framework for social justice and equity.

Findings and Evidence

Board Policy 2430 delegates executive authority to the Chancellor to administer Board policies. The Chancellor delegates authority to the College Presidents to administer relevant board policies and related operational activities. *Board Policy 6100* delegates authority to the Chancellor or his designee to oversee the general administration of District business functions. Finally, *Board Policy 7110* provides authority to the Chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6110, and 7110 provides a clear delineation of roles and responsibilities between District and the Colleges. The District and Colleges administer regular surveys at the college and central services level to ensure that the needs of the Colleges are being met by the District service offerings. The District works proactively with the Colleges to assure that each College has adequate resources, and that there is an equitable distribution of resources among the Colleges. (IV.D.2)

The District maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which includes membership from all Colleges and the District office. The BAM acknowledges and accommodates the varying needs of the Colleges; ensures that each College receives sufficient resources to operate and sustain the Colleges and District; and is perceived as an open, fair, equitable and transparent allocation model by members of the District Budget Committee. Expenditures are adequately controlled and stay within the available budget. On a quarterly basis, projections of expenditures compared to budget are performed and reviewed in detail with the District Budget Committee; if anomalies exist or are identified, they are reconciled and agreed upon before presentation to the Board of Trustees. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the College Presidents. According to the policy, College Presidents have full responsibility for the implementation of District and local policies. This includes organizational structure, hiring, and other critical functions. The College Presidents are held accountable for their performance by the Chancellor and the Board. (IV.D.4)

The Colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the District CEO. The self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The District office has issued recommendations to this end including measurement and data standards.

The Team was impressed with the Districtwide and campus-level response to social justice and equity, which provides an example of how District system planning and evaluation is integrated with college planning and evaluation. Recent events at the national level prompted the District and the Colleges to work together to develop a districtwide framework for racial equity and social justice. The framework is heavily influenced by campus-level work and input. At the same time, the Board and the District were able to provide an operational structure and the resources necessary to support the overall framework. The structure of program review, resource allocation decisions, and the development of programs and services are all influenced by this common districtwide framework. The District has funded a districtwide equity and justice fellow to ensure that the work continues and that the colleges are supported. LACCD enjoys a well-earned reputation as a leader in social justice and equity initiatives. The Board and the District are to be commended for developing a model that could be replicated at other member institutions. (IV.D.5)

The District implemented Board Docs, an enterprise level software package, in 2019 to improve districtwide communications, and to facilitate committee operations. The Chancellor communicates regularly with the Colleges' academic senates, unions, as well as the College Presidents through Chancellor's Cabinet and Presidents Council. The District governance and planning processes include several opportunities for cross-communication between groups.

LACCD is a large entity and the District has increased its reliance on digital communications. As an example, stakeholders now receive regular updates from the Chancellor summarizing activities of the District and the colleges, including a quarterly *Governance Update* that provides a summary of all major participatory governance recommendations. (IV.D.6)

The District has regular, intentional cycles to assess and improve planning, governance, and decision-making processes. A survey is administered every two years to assess the efficacy of district-level participatory governance processes. This process culminates in results that are shared and used for future action and planning. The recent action to re-align strategic planning processes between Colleges and District, and to improve communications is an example of how this assessment process is used to improve planning, governance, and decision making. (IV.D.7)

Conclusions:

The College meets the Standard

Commendations:

The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built

upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

Quality Focus Essay

Project #1: Ensuring That Students Are Learning

This project stemmed from the Educational and Strategic Master Plan (ESMP), which was built around Guided Pathways. In summary, the five main objectives of this project are to: 1) align program learning outcomes with education and employment success, 2) offer engaging, active, and applied instruction, 3) require students to apply and document their academic progress, 4) support student success with co-curricular and transformative learning, and 5) faculty use learning outcomes assessments for improvement of teaching and learning. This project also seeks to improve closing-the-loop on program review by documenting changes made as a result of learning outcomes assessment and program review.

Project #2: Mental Health and Wellness Support Initiative (MHWSI)

This project strives to enhance racial/ethnic equity in mental health student services. This project has 12 objectives, with the overall goal of creating a culture that supports and provides mental health counseling. This will be done through outreach, professional development, early alert, partnerships, creation of a virtual health and wellness site, and hosting an annual Mental Health and Wellness Fair.

Both of these projects focus on students, improving educational outcomes and increasing student support services. Furthermore, both projects address two unique needs of LACC and are supported by internal assessment, research, and best practices.

Appendix A: Core Inquiries

Core Inquiries

Based on the Team's analysis during the Team ISER Review, the Team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

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| Core Inquiry 1: The Team seeks to better understand the implementation of systematic evaluation and planning at the college. |
| Standards or Policies: I.B.9, II.B.3 |
| Description: The Team observed processes for systematic planning and evaluation per the Integrated Planning and Governance Handbook and reviewed program review documents as well as student surveys. The Team would like clarification about how systematic planning and evaluation processes are implemented. |
| Topics of discussion during interviews: <ul style="list-style-type: none">• Systematic planning and evaluation cycle in program review and decision-making.• How processes help close-the-loop and provide support for resource allocation and improvements in institutional effectiveness and academic quality.• How resource allocation decisions are communicated to the campus.• Identification of programs/units/services for evaluation/review across the campus. |
| Request for Additional Information/Evidence: <ul style="list-style-type: none">• Example(s) of improvement(s) that have resulted from the implementation of systematic planning and evaluation processes.• An example of an entire cycle from program review through resource allocation.• Use of survey results to improve services. |
| <ul style="list-style-type: none">• Request for Observations/Interviews:• Dean of Institutional Effectiveness• VPAA/VPSS• Person(s) responsible for program review process• Tutoring coordinators• Library team |

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| <p>Core Inquiry 2: The Team seeks to better understand the college’s progress towards its self-identified goal of completing outstanding evaluations by May 2023.</p> |
| <p>Standards or Policies:</p> <p>III.A.5</p> |
| <p>Description:</p> <p>The Team would like to see how the College has progressed on their self-identified plan to complete outstanding evaluations by May 2023.</p> |
| <p>Topics of discussion during interviews:</p> <p>Progress made towards self-identified timeline for completing outstanding evaluations.</p> |
| <p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none"> • Documentation showing the progress that has been achieved, and the timeline for completion by the self-identified date of May 2023. |
| <p>Request for Observations/Interviews:</p> <ul style="list-style-type: none"> • Human Resources leadership or any other employee who can speak to the progress achieved. |

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

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| District Core Inquiry 1: The team seeks to verify the board has an orientation for new board members as outlined under policy. |
| Standards or Policies: IV.C.9 |
| Description: <ul style="list-style-type: none">a. As outlined in BP 2740 – <i>Board Education</i> the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.d. The team did not find evidence of a formal new trustee orientation. |
| Topics of discussion during interviews: <ul style="list-style-type: none">a. How are new board members informed of board orientations?b. What orientation opportunities are provided for new board members?c. When was the last new board member orientation?d. Who participates in board orientation? |
| Request for Additional Information/Evidence: <ul style="list-style-type: none">a. New board member orientation agenda.b. Documentation of Professional Development Opportunities. |
| Request for Observations/Interviews: <ul style="list-style-type: none">a. Board membersb. Chancellor |

District Core Inquiry 2: The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.

Standards or Policies: IV.D.3

Description:

- a. The team reviewed the district's allocation model and evidence that the district is following its model.
- b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

Topics of discussion during interviews:

- a. What are the effective controls of expenditures?
- b. What is the process for evaluating the resource allocation model?
- a. What is the process for colleges in the district to request more resources in order to meet operational needs?

Request for Additional Information/Evidence:

- a. Resource model evaluations.
- b. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

Request for Observations/Interviews:

- a. Chancellor
- b. District Chief Business Officer (or CFO)
- c. District budget committee

District Core Inquiry 3: The team would like to learn about the process of development and what follow-up has occurred from the release of the district's framework for racial equity and social justice.

Standards or Policies: IV.D.1

Description:

- a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

Topics of discussion during interviews:

- a. Where did this framework originate?
- b. How did the district determine a Race, Equity, and Inclusion workgroup?
- c. How does this district use these principles to guide decision-making?

Request for Additional Information/Evidence:

- a. Committee roster of Race, Equity, and Inclusion workgroup.
- b. Agendas and minutes from the district's Race, Equity, and Inclusion workgroup.
- c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

Request for Observations/Interviews:

- a. Chief Human Resources Officer
- b. Race, Equity, and Inclusion workgroup
- c. Individuals involved in the development of the Framework of Equity and Social Justice