

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754

to

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

August 2022

Certification

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

From: Dr. Alberto J. Roman
East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Francisco C. Rodriguez, Chancellor, Los Angeles Community College District — Date

Alberto J. Roman
Alberto J. Roman (Jul 22, 2022 15:44 PDT) — Jul 22, 2022

Dr. Alberto J. Roman, President, East Los Angeles College — Date

Dr. Gabriel Buelna, President, Board of Trustees, Los Angeles Community College District — Date

Steven Reynolds — 7-22-2022

Dr. Steven Reynolds, Dean, Instructional Services and Accreditation Liaison Officer — Date

David Song (Jul 25, 2022 09:03 PDT) — Jul 25, 2022

David K Song, Asian American Studies Professor and Faculty Accreditation Chair — Date

Jul 25, 2022

Jeffrey Hernandez, President, Academic Senate — Date

Stuart Souki — Jul 25, 2022

Dr. Stuart Souki, President, East Los Angeles College Faculty Guild — Date

Rowena Smith
Rowena Smith (Jul 25, 2022 13:11 PDT) — Jul 25, 2022

Rowena Smith-Kersaint, Chapter Chair, East Los Angeles College AFT Staff Guild — Date

Steven Gallegos (Jul 26, 2022 09:34 PDT) — Jul 26, 2022

Steven Gallegos, President, Associated Student Union — Date

Contents

A. Introduction 4
College History 4
Student Enrollment Data 6
Labor Market Data 9
Demographic Data 12
Socio-economic Data 13
Sites 15
Specialized or Programmatic Accreditation 16
B. Presentation of Student Achievement Data and Institution-Set Standards 17
C. Organization of the Self-Evaluation Process 26
D. Organizational Information 29
E. Certification of Continued Compliance with Eligibility Requirements 54
F. Certification of Continued Institutional Compliance with Commission Policies 56
G. Institutional Analysis 60
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 60
A. Mission 60
B. Assuring Academic Quality and Institutional Effectiveness 66
C. Institutional Integrity 84
Standard II: Student Learning Programs and Support Services 96
A. Instructional Programs 96
B. Library and Learning Support Services 115
C. Student Support Services 122
Standard III: Resources 133
A. Human Resources 133
B. Physical Resources 155
C. Technology Resources 163
D. Financial Resources 172
Standard IV: Leadership and Governance 195
A. Decision-Making Roles and Processes 195
B. Chief Executive Officer 205
C. Governing Board 214
D. Multi-College Districts or Systems 230
H. Quality Focus Essay 240
QFE #1: Institutionalization of Guided Pathways 240
QFE #2: Expansion of Dual Enrollment 247

A. Introduction

College History

East Los Angeles Junior College was established in June 1945 by the Los Angeles City Board of Education. The College opened its doors in September 1945 as a wing of Garfield High School, boasting 19 faculty members and 380 students, most of whom were World War II veterans.

The College quickly outgrew the borrowed high school facilities. In 1947, the Board of Education was able to purchase 82 acres of agricultural land with funding from a bond issue. Two years later, in January 1949, classes began at the College's present location in wooden bungalows moved to the campus from the Santa Ana Army Base. More than nineteen hundred students enrolled that year.

An evening program that began in 1947 was expanded to many locations. By 1954, the popular program offered classes at 25 different sites. The Civic Center program alone enrolled 1,927 students that year.

A name change was proposed in 1948. Angeles Bella Vista College, Ramona Hills College and Hillview College were considered. The following year "Junior" was dropped and the name East Los Angeles College (ELAC) was firmly established.

Permanent buildings were constructed to accommodate growing enrollment. In 1951 the stadium and auditorium were built. More classrooms, an administration building, library, planetarium, men's and women's gyms, a swim stadium, theater, and art gallery followed.

The same year, 1951, ELAC began a relationship with noted actor, collector and one of Los Angeles's great champions of the arts, Vincent Price. This relationship has grown into the establishment of the Vincent Price Art Museum (VPAM), the largest art museum associated with a community college. Currently, the museum houses over 9,000 objects of art, has held over 100 art exhibits, and continues to carry out Price's vision for a "teaching art collection."

During the 1960s and 1970s, buildings to house the nursing program, a new library, and the automobile technology center were added to the campus. Many of the original bungalows were still used as classrooms until 2007, when they were finally demolished to make way for new campus structures.

In 1969 the California State Legislature clearly defined higher education in the state and separated the (then) eight community colleges from the Los Angeles Unified School District and formed the Los Angeles Community College District. A seven-member Board of Trustees was elected to govern the new district. The ELAC service area was defined to include the communities of Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Monterey Park, Rosemead, San Gabriel, South San Gabriel, South Gate and Vernon.

In 1972 the City of Monterey Park annexed the College and surrounding neighborhood,

officially changing the main campus address. ELAC began growing, adding faculty members, programs and classes as demand for higher education increased.

ELAC hosted swimming and field hockey events during the 1984 Olympics, welcoming thousands of spectators to campus and increasing the international visibility of the College. Despite funding challenges that limited growth during the 1980s, ELAC continued to offer a variety of vocational and transfer programs.

During the 1990s ELAC experienced unprecedented changes. Enrollment grew from 13,000 to approximately 30,000 students and the number of permanent faculty almost doubled. Outreach programs were located throughout the service area for the convenience of students who could not easily travel to the main campus. The full-service South Gate Educational Center was established in the southern part of the service area so students could complete a transfer program and several career programs without attending the main campus.

Since 2009, campus renovations also included the Helen Miller Bailey Library, a refurbished stadium, a new baseball diamond, the Administration Building, Student Services Building, two parking structures, a Social Sciences classroom building and a Visual and Performing Arts Complex that houses the Vincent Price Art Museum as well as theaters, labs, classrooms and studios for the art, music, dance and theater programs.

Major Developments since Previous Visit

The face of ELAC continues to change with several large-scale construction projects that are transforming the campus. In 2016, the college opened three new buildings, which dramatically changed the center of the campus, including a new three-story Student Center, Math and Sciences Buildings, and the Ernest Moreno Language Arts and Humanities Building. The latter of which is the largest building in the California Community College system. In 2018, the College opened the doors of a brand new 26,000 square-foot, two-story Physics and Earth Sciences building.

ELAC continues to benefit and evolve from ongoing public support. In 2016, voters in Los Angeles County approved Measure CC, which provided the district with an additional $3.5 billion dollars for the district. The implementation of this construction bond supported expansion of the physical capacity of the college, including new education buildings and a new site for the South Gate Education Center.

On March 2019, the District officially broke ground for the $65 million South Gate Educational Center. Covering about 18.5 acres, the project includes a three-story, 105,000-square-foot, LEED-certified building with a modern, multimedia library, 28 classrooms, offices, lecture hall and four lab spaces for use in career technology education, liberal arts and science programs. Estimated completion date for the project is 2023.

In 2020, ELAC celebrated its Diamond Jubilee for 75 years of providing educational access, transforming lives, and serving the community.

Student Enrollment Data

ELAC consistently had over 200,000 total enrollments per academic year between 2015-2016 and 2018-2019 between the Monterey Park campus, and South Gate Educational Center locations. ELAC offers Public Service Academies (PSAs) for the Los Angeles County Sheriff's Department and local fire departments to provide in-service training for their employees. Additionally, courses are offered at high schools that partner with ELAC in order to provide college credit opportunities to concurrently enrolled high school students. The COVID-19 pandemic lowered enrollments across all categories during the 2020-2021 academic year.

Enrollments by Academic Year, 2015-2016 to 2020-2021

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Credit	165,550	166,549	162,205	156,443	141,898	115,840
Non-Credit	8,430	11,602	12,986	18,424	18,464	13,133
PSA	27,871	33,793	25,077	31,139	28,968	23,661
Total	201,85	211,944	200,268	206,006	200,958	178,692

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021 & June 2022

Enrollments by Fall Semesters, Fall 2015 to Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Credit	70,394	71,986	70,333	69,036	67,126	59,259
Non-Credit	2,668	3,669	3,420	4,487	4,632	3,742
PSA	11,449	9,428	10,122	11,866	11,556	9,056
Total	84,511	85,083	83,875	85,389	83,314	72,057

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021 & June 2022

Headcounts remained steady for Credit courses, yet declined for Noncredit, PSAs, and Dual Enrollments during 2020-2021. For Credit courses, that signals that ELAC retained the same number of students, yet they took fewer courses on average during the COVID-19 pandemic year. This will be closely monitored during the Fall 2021 term and beyond.

Headcount by Semester, Fall 2015 to Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Credit	28,722	29,634	29,935	29,238	28,137	25,823
Non-Credit	1,683	2,520	2,575	2,605	2,983	2,035
PSA	8,720	7,705	8,955	10,324	9,785	8,029

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021 & June 2022

Special Populations

ELAC provides numerous programs for students that provide additional support and monitoring. These include Diversabilities and Support Program & Services (DSPS), Extended Opportunity Programs and Service (EOPS), and programs for foster youth, veterans and undocumented students (AB540).

The total number of special population students decreased from 2019 to 2020 aligned with enrollment trends; however, the proportions within remained consistent. In Fall 2020, ELAC served over 12,500 First Generation college students.

Special Population Headcount by Fall Semesters, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 2019 to Fall 2020)	% Change (Fall 2019 to Fall 2020)
	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL	28,722	100%	29,634	100%	29,935	100%	29,238	100%	28,137	100%	25,823	100%	-2,314	-8%
AB540	1,464	5%	1,452	5%	1,226	4%	1,090	4%	941	3%	825	3%	-116	-12%
F1 Visa Students	761	3%	808	3%	730	2%	614	2%	468	2%	278	1%	-190	-41%
First Generation	N/A	N/A	13,106	44%	12,268	41%	13,388	46%	13,755	49%	12,593	49%	-1,162	-8%
Promise	N/A	N/A	N/A	N/A	663	2%	1,028	4%	974	3%	790	3%	-184	-19%
DSPS	925	3%	1,029	3%	816	3%	982	3%	952	3%	492	2%	-460	-48%
EOPS	1,222	4%	1,410	5%	1,537	5%	1,724	6%	1,856	7%	1,150	4%	-706	-38%
CalWorks	481	2%	425	1%	340	1%	304	1%	290	1%	191	1%	-99	-34%
Foster Youth	308	1%	321	1%	224	1%	231	1%	222	1%	248	1%	26	12%
Veterans	379	1%	537	2%	454	2%	364	1%	325	1%	300	1%	-25	-8%

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

Educational Characteristics

Female students have historically had more enrollments at ELAC than male students. This is especially so in Fall 2020 when 62% of enrollments consisted of female students.

ELAC is a Hispanic Serving Institution, with 79% of its credit enrollments made up of Hispanic/Latino students in Fall 2020. Asian students make up the next largest ethnic group, with 11% in Fall 2020. All other groups account for less than 5% of the student body. The distribution has remained relatively consistent over the last five years.

The distribution of age buckets at ELAC has skewed younger with over 70% of enrollments consisting of students 24 years or younger. Only in Fall 2020 did students 25 and older make up more than 30% of the enrollments.

Fall Credit Enrollments by Student Demographics, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Total	70,394	100%	71,986	100%	70,333	100%	69,036	100%	67,126	100%	59,259	100%
Gender												
Female	40,310	57%	41,077	57%	40,606	58%	39,746	58%	38,779	58%	36,588	62%
Male	30,066	43%	30,791	43%	29,689	42%	29,257	42%	28,310	42%	22,515	38%
Ethnicity												
American Indian	104	0%	105	0%	140	0%	129	0%	93	0%	91	0%
Asian	9,818	14%	9,651	13%	9,325	13%	8,564	12%	7,688	11%	6,411	11%
Black	1,067	2%	1,255	2%	1,150	2%	1,233	2%	1,129	2%	1,256	2%
Filipino	444	1%	457	1%	463	1%	463	1%	375	1%	488	1%
Hispanic	56,063	80%	57,540	80%	52,454	75%	53,267	77%	53,334	79%	46,770	79%
Multiethnic	556	1%	540	1%	318	0%	418	1%	510	1%	536	1%
Pacific Islander	32	0%	49	0%	43	0%	62	0%	65	0%	51	0%
White	1,188	2%	1,237	2%	1,260	2%	1,233	2%	1,280	2%	1,943	3%
Unknown	1,122	2%	1,152	2%	5,180	7%	3,667	5%	2,652	4%	1,713	3%
Age												
Under 20	19,561	28%	21,393	30%	25,114	36%	25,319	37%	24,605	37%	18,541	31%
20 - 24	30,458	43%	29,382	41%	25,564	36%	24,526	36%	23,847	36%	20,731	35%
25 - 34	14,427	20%	15,158	21%	14,252	20%	13,823	20%	13,260	20%	14,152	24%
35 - 54	5,228	7%	5,310	7%	4,736	7%	4,652	7%	4,708	7%	5,244	9%
55 and over	702	1%	625	1%	644	1%	696	1%	686	1%	576	1%

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

Online modality course enrollments have steadily increased since Fall 2015, which was expedited in Fall 2020 due to the COVID-19 pandemic. Also increasing were the proportion of enrollments that are Degree Applicable and Transferable. The proportion of Vocational enrollments stayed consistent, between 31% and 38%, each Fall semester.

Fall Enrollments by Modality and Status, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020*	
	N	%	N	%	N	%	N	%	N	%	N	%
Total	80,672	100%	78,753	100%	76,495	100%	79,950	100%	77,923	100%	66,932	100%
Delivery Mode												
Online	3,631	5%	4,242	5%	7,232	9%	8,540	11%	9,534	12%	18,894	28%
Face-to-Face	77,041	95%	74,511	95%	69,263	91%	71,410	89%	68,389	88%	48,014	72%
Course Status												
Basic Skills	3,915	5%	3,639	5%	4,202	5%	1,881	2%	99	0.1%	129	0.2%
Degree Applicable	76,757	95%	75,100	95%	71,707	94%	77,592	97%	76,928	99%	66,282	99%
Transferable	57,623	71%	58,390	74%	56,618	74%	59,019	74%	61,205	79%	53,369	80%
Vocational	28,357	35%	26,181	33%	23,544	31%	29,571	37%	29,409	38%	24,012	36%

Note: *Fall 2020 data should be interpreted with caution. At the time data was retrieved from CCCCO Data Mart there was a note that use of any metric related to headcount from Spring 2020 on was not yet recommended. This is related to a change in processes to account for a shift in course delivery format during the pandemic.
Source: CCCCO Data Mart, Retrieved February 7th, 2022

In Fall 2020 there were nearly 3,000 First Time students, and half were Full-Time while half were Part-Time. This was a decrease of 880 students from the Fall before; of that decrease in students a majority were Full-Time. Over the last five fall semesters, ELAC students were 75% Part-Time and 25% Full-Time.

Part-Time and Full-Time Status of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 2019 to Fall 2020)	% Change (Fall 2019 to Fall 2020)
	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL	28,722	100%	29,634	100%	29,935	100%	29,238	100%	28,137	100%	25,823	100%	-2,314	-8%
First Time Students														
Full-Time	1,545	41%	1,792	46%	2,058	47%	2,309	55%	2,111	55%	1,468	49%	-643	-30%
Part-Time	2,206	59%	2,126	54%	2,317	53%	1,905	45%	1,738	45%	1,501	51%	-237	-14%
TOTAL	3,751	100%	3,918	100%	4,375	100%	4,214	100%	3,849	100%	2,969	100%	-880	-23%
All Students														
Full-Time	7,506	26%	7,727	26%	7,877	26%	7,722	26%	7,337	26%	6,125	24%	-1,212	-17%
Part-Time	21,216	74%	21,907	74%	22,058	74%	21,516	74%	20,800	74%	19,698	76%	-1,102	-5%

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

The majority of ELAC students are continuing or first-time college students. ELAC has an Outreach program that serves high school students, which represents around 10-15% of the student population. The concurrent high school students decreased the most dramatically in Fall 2020 due to Covid-19 pandemic.

Enrollment Status of Credit Students, Fall 2015 to Fall 2020

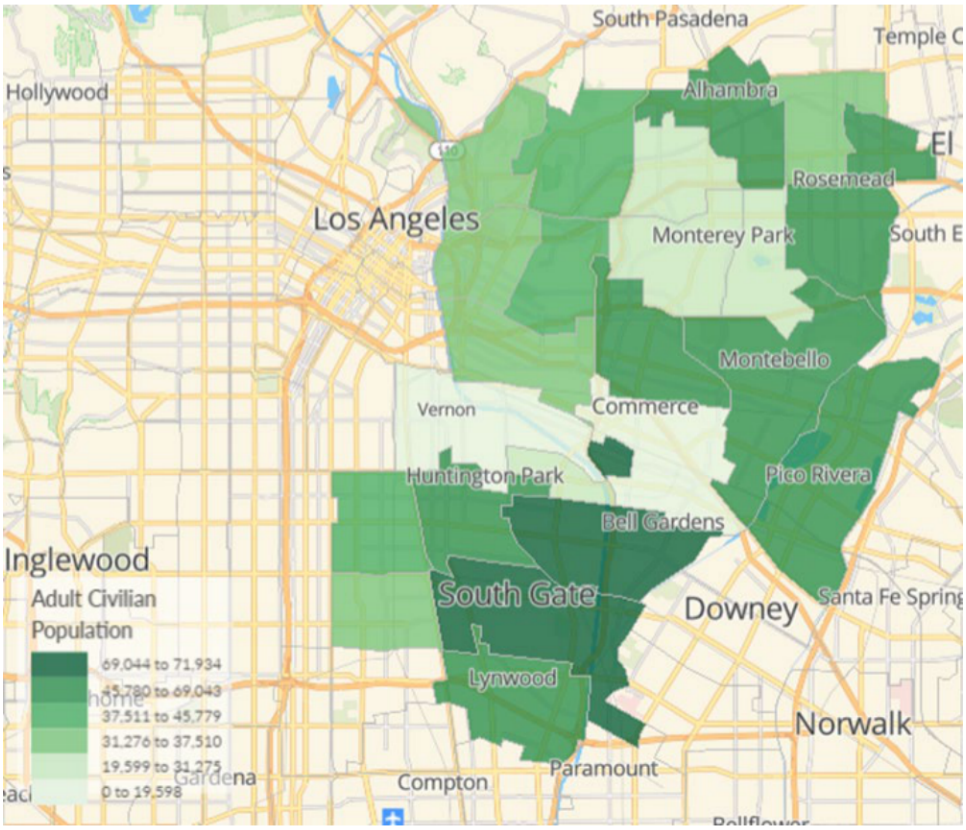
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 2019 to Fall 2020)	% Change (Fall 2019 to Fall 2020)
	N	%	N	%	N	%	N	%	N	%	N	%		
First-time student	3,751	13%	3,918	13%	4,375	15%	4,214	14%	3,849	14%	2,969	11%	-880	-23%
Transfer student	2,302	8%	2,491	8%	1,782	6%	1,823	6%	1,791	6%	1,586	6%	-205	-11%
Continuing + Returning student	20,172	70%	19,947	67%	19,085	64%	18,764	64%	18,230	65%	18,822	73%	592	3%
Concurrent High School Students	2,497	9%	3,278	11%	4,693	16%	4,437	15%	4,267	15%	2,446	9%	-1,821	-43%

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

Labor Market Data

The College's service area comprises 24 Census-designated ZIP code areas within Los Angeles County. It covers communities within East Los Angeles County such as Alhambra, Bell Gardens, Huntington Park, Montebello, Rosemead, San Gabriel, Vernon and other unincorporated communities. An estimated 1,174,277 people reside in the area, which represents 11.7% the total population of LA County.

Service Area of ELAC by Zip Codes



Service Area and County Population

ZIP Code Tabulation Area and Place Name	Population
Los Angeles County	**10,081,570**
Service Area Total	**1,174,277**
90001: Los Angeles	59,832
90002: Los Angeles	53,302
90022: Los Angeles	67,014
90023: Los Angeles	46,680
90031: Los Angeles	39,916
90032: Los Angeles	48,031
90033: Los Angeles	49,155
90040: Los Angeles	12,328
90058: Los Angeles	2,718
90063: Los Angeles	53,980
90201: Bell Gardens	101,965
90255: Huntington Park	75,019
90262: Lynwood	70,536
90270: Maywood	27,287

90280: South Gate	94,642
90640: Montebello	62,730
90660: Pico Rivera	63,001
91754: Monterey Park	33,636
91755: Monterey Park	26,803
91770: Rosemead	62,703
91776: San Gabriel	38,664
91801: Alhambra	54,768
91803: Alhambra	29,567

Note: Service area comprises 24 ZIP codes. Data for 91802 ZIP Code is not reported
Source: US Census, 2015-2019 American Community Survey 5-Year Estimates (DP05)

Within ELAC's service area, 'Office and Administrative Support' is the top employed occupation, although it has decreased 14% from 2015 to 2020. 'Healthcare Support' and 'Business and Financial Operations' are the two fastest growing occupation within the service area. An example of meeting this demand is a newly developed Logistics program.

Top 10 Occupations in ELAC's Service Area

Occupation	2015 Jobs	2020 Jobs	Change in Jobs	% Change in Jobs	2020 Median Hourly Earnings
Office and Administrative Support	59,308	50,824	(8,483)	(14%)	$20.84
Sales and Related	54,474	48,024	(6,450)	(12%)	$16.33
Transportation and Material Moving	44,698	43,007	(1,691)	(4%)	$16.12
Healthcare Support	21,494	31,995	10,502	49%	$14.41
Food Preparation and Serving Related	37,034	31,494	(5,539)	(15%)	$14.41
Production	35,205	28,795	(6,411)	(18%)	$16.46
Management	26,457	27,328	871	3%	$56.15
Educational Instruction and Library	26,687	25,570	(1,117)	(4%)	$30.02
Business and Financial Operations	21,761	23,683	1,923	9%	$36.78
Healthcare Practitioners and Technical	19,965	20,090	125	1%	$45.92

Source: EMSI Q4 2021 Data Set

Top 10 Growing Occupations in ELAC's Service Area

Occupation	2015 Jobs	2020 Jobs	Change in Jobs	% Change in Jobs	2020 Median Hourly Earnings
Healthcare Support	21,494	31,995	10,502	49%	$14.41
Business and Financial Operations	21,761	23,683	1,923	9%	$36.78
Community and Social Service	8,186	9,716	1,529	19%	$26.67
Management	26,457	27,328	871	3%	$56.15
Computer and Mathematical	8,291	9,013	723	9%	$46.41
Protective Service	10,510	11,097	587	6%	$21.36
Construction and Extraction	11,492	11,918	426	4%	$25.24
Legal	2,615	2,905	291	11%	$51.48
Architecture and Engineering	5,102	5,239	137	3%	$45.48
Healthcare Practitioners and Technical	19,965	20,090	125	1%	$45.92

Demographic Data

The College's credit students tend to be more female and younger than the service area, which is a common characteristic of postsecondary institutions; however, the gap between female and male students widened in Fall 2020. ELAC is a Hispanic-Serving Institution, with over 77% of the Credit Student population reported being Hispanic/Latino; this represents the service area that is over 73% Hispanic/Latino. Compared to the service area Asian students are slightly underrepresented at ELAC. There was little change in the service area's demographics between 2019 and 2020.

Demographics of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 2019 to Fall 2020)	% Change (Fall 2019 to Fall 2020)
	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL	28,722	100%	29,634	100%	29,935	100%	29,238	100%	28,137	100%	25,823	100%	-2,314	-8%
Gender														
Female	16,704	58%	17,356	59%	17,655	59%	17,116	59%	16,572	59%	16,131	62%	-441	-3%
Male	12,013	42%	12,277	41%	12,265	41%	12,111	41%	11,549	41%	9,620	37%	-1,929	-17%
Non-Binary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	<1%	N/A	N/A
Unknown	5	<1%	1	<1%	15	<1%	11	<1%	16	<1%	62	<1%	46	N/A
Ethnicity														
American Indian	47	<1%	45	<1%	62	<1%	51	<1%	36	<1%	35	<1%	-1	-3%
Asian	3,572	12%	3,539	12%	3,671	12%	3,267	11%	3,065	11%	2,636	10%	-429	-14%
Black	476	2%	516	2%	522	2%	572	2%	527	2%	728	3%	201	38%
Filipino	201	1%	207	1%	241	1%	245	1%	198	1%	285	1%	87	44%
Hispanic	23,145	81%	24,084	81%	22,565	75%	22,804	78%	22,349	79%	19,790	77%	-2,559	-11%
Multiethnic	226	1%	220	1%	153	<1%	196	<1%	228	<1%	293	<1%	65	29%
Pacific Islander	15	<1%	23	<1%	20	<1%	24	<1%	17	<1%	19	<1%	2	12%
White	553	2%	567	2%	629	2%	652	2%	638	2%	1,263	5%	625	98%
Unknown	487	2%	433	1%	2,072	7%	1,427	5%	1,079	4%	774	3%	-305	-28%
Age														
Under 20	7,726	27%	8,674	29%	10,648	36%	10,410	36%	9,964	35%	7,316	28%	-2,648	-27%
20 - 24	11,310	39%	10,961	37%	9,655	32%	9,349	32%	8,959	32%	8,519	33%	-440	-5%
25 - 34	6,561	23%	6,892	23%	6,718	22%	6,565	22%	6,303	22%	6,878	27%	575	9%
35 - 54	2,717	9%	2,736	9%	2,542	8%	2,520	9%	2,508	9%	2,771	11%	263	10%
55 and over	403	1%	370	1%	372	1%	393	1%	402	1%	339	1%	-63	-16%
Unknown	5	<1%	1	<1%	0	0%	1	<1%	1	<1%	0	0%	-1	N/A

Gender of Service Area, 2019 to 2020

Gender	2019 Population	2020 Population	Change	% Change	2020 % of Cohort
Females	573,496	571,533	(1,963)	(0%)	50.86%
Males	554,357	552,217	(2,139)	(0%)	49.14%
Total	1,127,852	1,123,750	(4,102)	(0%)	100.00%

Source: EMSI Q4 2021 Data Set

Ethnicity of Service Area, 2019 to 2020

Race/Ethnicity	2019 Population	2020 Population	Change	% Change	2020 % of Cohort
White, Hispanic	827,672	824,216	(3,455)	(0%)	73.35%
Asian, Non-Hispanic	178,227	178,160	(67)	(0%)	15.85%
White, Non-Hispanic	44,031	43,380	(651)	(1%)	3.86%
Black, Non-Hispanic	31,561	31,311	(250)	(1%)	2.79%
American Indian or Alaskan Native, Hispanic	14,367	14,466	99	1%	1.29%
Two or More Races, Non-Hispanic	11,592	11,701	109	1%	1.04%
Asian, Hispanic	7,003	7,078	75	1%	0.63%
Two or More Races, Hispanic	5,166	5,206	41	1%	0.46%
Black, Hispanic	4,104	4,133	29	1%	0.37%
American Indian or Alaskan Native, Non-Hispanic	2,187	2,159	(28)	(1%)	0.19%
Native Hawaiian or Pacific Islander, Non-Hispanic	1,214	1,205	(9)	(1%)	0.11%
Native Hawaiian or Pacific Islander, Hispanic	729	735	6	1%	0.07%
Total	1,127,852	1,123,750	(4,102)	(0%)	100.00%

Source: EMSI Q4 2021 Data Set

Age of Service Area, 2019 to 2020

Age Cohort	2019 Population	2020 Population	Change	% Change	2020 % of Cohort
Under 5 years	68,936	65,974	(2,963)	(4%)	5.87%
5 to 9 years	74,268	72,976	(1,292)	(2%)	6.49%
10 to 14 years	78,736	77,733	(1,003)	(1%)	6.92%
15 to 19 years	77,995	76,504	(1,491)	(2%)	6.81%
20 to 24 years	84,690	82,490	(2,200)	(3%)	7.34%
25 to 29 years	95,693	93,556	(2,137)	(2%)	8.33%
30 to 34 years	83,391	84,944	1,553	2%	7.56%
35 to 39 years	75,839	74,962	(877)	(1%)	6.67%
40 to 44 years	71,507	71,026	(482)	(1%)	6.32%
45 to 49 years	73,943	72,684	(1,260)	(2%)	6.47%
50 to 54 years	68,584	69,237	653	1%	6.16%
55 to 59 years	67,988	68,170	182	0%	6.07%
60 to 64 years	57,966	59,301	1,335	2%	5.28%
65 to 69 years	47,782	49,600	1,818	4%	4.41%
70 to 74 years	34,654	36,553	1,899	5%	3.25%
75 to 79 years	25,305	26,317	1,012	4%	2.34%
80 to 84 years	17,609	18,112	503	3%	1.61%
85 years and over	22,968	23,613	645	3%	2.10%
Total	1,127,852	1,123,750	(4,102)	(0%)	100.00%

Source: EMSI Q4 2021 Data Set

Socio-economic Data

ELAC is located in an essential area that is undereducated compared to both Los Angeles County and California as a whole. For persons aged 25 and older, the College's service area is made up of 61% high school graduates or higher, which is significantly less than 79% and 83% for Los Angeles County and California respectively. This trend continues for bachelor's degrees or higher with the service area lagging behind Los Angeles County by 17%.

Educational Attainment, Persons 25 and Older

Educational Attainment	Service Area Estimate	Service Area %	Los Angeles County Estimate	Los Angeles County %	California Estimate	California %
Population 25 years and over	754,175	100.0%	6,886,895	100.0%	26,471,543	100.0%
Less than 9th grade	182,988	24.3%	844,290	12.3%	2,432,994	9.2%
9th to 12th grade, no diploma	109,416	14.5%	592,769	8.6%	1,985,681	7.5%
High school graduate	190,835	25.3%	1,419,449	20.6%	5,423,462	20.5%
Some college, no degree	117,319	15.6%	1,306,985	19.0%	5,574,857	21.1%
Associate's degree	39,482	5.2%	482,323	7.0%	2,073,823	7.8%
Bachelor's degree	84,016	11.1%	1,460,862	21.2%	5,603,047	21.2%
Graduate or professional degree	30,119	4.0%	780,217	11.3%	3,377,679	12.8%
Degree and Higher						
High school graduate or higher	461,771	61.2%	5,449,836	79.1%	22,052,868	83.3%
Bachelor's degree or higher	114,135	15.1%	2,241,079	32.5%	8,980,726	33.9%

Note: High school graduates includes equivalency.

Source: US Census, 2015-2019 American Community Survey 5-Year Estimates (S1501)

ELAC's service area is made up of highly variant economic outcome zip codes. Median household income ranges from $22,000 to $68,000 and average household income ranges from $37,000 to $87,000. The weighted median and average income of the service area lag behind both Los Angeles County and California. The percentage of families living below the poverty level in ELAC's service area is higher than Los Angeles County by 5.5% and higher than California by 7.1%.

Median and Average Household Income by Service Area Zip Codes

Service Area Zip Code	Median Income	Average Income
90001: Los Angeles	$ 43,360	$ 54,325
90002: Los Angeles	$ 37,285	$ 49,724
90022: Los Angeles	$ 46,051	$ 59,342
90023: Los Angeles	$ 42,972	$ 54,607
90031: Los Angeles	$ 48,479	$ 70,691
90032: Los Angeles	$ 57,225	$ 74,960
90033: Los Angeles	$ 38,266	$ 50,344
90040: Los Angeles	$ 47,120	$ 63,795
90058: Los Angeles	$ 21,964	$ 37,195
90063: Los Angeles	$ 48,559	$ 63,963
90201: Bell Gardens	$ 44,046	$ 53,867
90255: Huntington Park	$ 44,962	$ 58,611
90262: Lynwood	$ 52,313	$ 66,975
90270: Maywood	$ 44,124	$ 58,118
90280: South Gate	$ 52,321	$ 65,785
90640: Montebello	$ 56,009	$ 73,941
90660: Pico Rivera	$ 67,636	$ 80,793
91754: Monterey Park	$ 63,909	$ 87,367
91755: Monterey Park	$ 58,411	$ 83,612
91770: Rosemead	$ 59,776	$ 74,820
91776: San Gabriel	$ 58,658	$ 76,063
91801: Alhambra	$ 60,519	$ 85,655
91803: Alhambra	$ 63,264	$ 85,770

Source: US Census, 2015-2019 American Community Survey 5-Year Estimates (S1901)

Income and Employment Variables

	ELAC Service Area*	LA County	California
Median Household Income	$51,663	$68,044	$75,235
Average Household Income	$67,452	$99,133	$106,916
Percent Families Living Below Poverty Line	16.7%	11.2%	9.6%

*Note: Median Household Income for ELAC Service Area is the weighted average of zip codes within service area.
Source: US Census, 2015-2019 American Community Survey 5-Year Estimates (S1901, S1702)

Sites

East Los Angeles College has two physical sites at which students can earn 50 percent or more of a program, certificate, or degree: the Monterey Park campus and the South Gate Educational Center.

East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754

ELAC South Gate Educational Center
2340 Firestone Blvd
South Gate, CA 90280

Specialized or Programmatic Accreditation

The following academic programs at ELAC are accredited by specialized accrediting agencies:

- Health Information Technology associate degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education.
- The Automobile Technology Department's program is accredited by the ASE Education Foundation (formerly the National Automotive Technicians Education Foundation).
- The Respiratory Therapy associate degree program is accredited by the Commission on Accreditation for Respiratory Care.
- The Nursing associate degree program was placed on "Warning Status with Intent to Close," effective November 14, 2019. On November 17-18, 2021, the Board of Registered Nursing approved restarting program enrollment with 30 students twice a year beginning January 2022.
- The Emergency Medical Technician (EMT) Skills Certificate program is approved by the Los Angeles County Emergency Medical Services (EMS) Agency, a department of Los Angeles County Health Services.

B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

Course Completion Rates by Student Demographics, Fall 2015 to Fall 2020

Successful Course Completion	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of enrollments	% Success	Number of enrollments	% Success	Number of enrollments	% Success	Number of enrollments	% Success	Number of enrollments	% Success	Number of enrollments	% Success
Overall	70,394	65.4%	71,986	66.8%	70,333	66.7%	69,036	65.1%	67,126	65.0%	59,259	66.2%
Gender												
Female	40,310	67.0%	41,077	68.6%	40,606	68.5%	39,746	66.9%	38,779	67.1%	36,588	67.7%
Male	30,066	63.2%	30,791	64.5%	29,689	64.3%	29,257	62.7%	28,310	62.1%	22,515	64.0%
Ethnicity												
American Indian	104	62.5%	105	63.8%	140	61.4%	129	49.6%	93	55.9%	91	56.0%
Asian	9,818	78.3%	9,651	79.2%	9,325	82.2%	8,564	82.3%	7,688	81.1%	6,411	86.4%
Black	1,067	60.4%	1,255	62.8%	1,150	66.0%	1,233	64.8%	1,129	61.8%	1,256	65.8%
Filipino	444	80.0%	457	70.7%	463	71.3%	463	76.2%	375	77.3%	488	78.3%
Hispanic	56,063	62.9%	57,540	64.5%	52,454	63.9%	53,267	62.1%	53,334	62.3%	46,770	62.8%
Multiethnic	556	64.0%	540	65.9%	318	72.3%	418	72.2%	510	69.0%	536	79.1%
Pacific Islander	32	78.1%	49	71.4%	43	51.2%	62	80.6%	65	81.5%	51	60.8%
White	1,188	73.7%	1,237	74.4%	1,260	76.9%	1,233	73.9%	1,280	73.3%	1,943	78.4%
Unknown	1,122	68.4%	1,152	71.6%	5,180	64.9%	3,667	64.7%	2,652	67.3%	1,713	64.8%
Age												
Under 20	19,561	63.7%	21,393	66.5%	25,114	65.3%	25,319	61.4%	24,605	61.7%	18,541	61.8%
20 - 24	30,458	63.6%	29,382	64.4%	25,564	65.2%	24,526	64.5%	23,847	63.8%	20,731	65.3%
25 - 34	14,427	68.7%	15,158	69.5%	14,252	69.3%	13,823	69.8%	13,260	69.9%	14,152	69.8%
35 - 54	5,228	72.0%	5,310	73.4%	4,736	74.4%	4,652	74.5%	4,708	74.0%	5,244	74.7%
55 and over	702	69.8%	625	69.8%	644	69.9%	696	68.8%	686	68.2%	576	74.8%

Source: LACCD SIS Database

Note: Only includes Credit courses

The current Institution-set Standard for Course Success is 63%. American Indian students were persistently below the ISS from Fall 2018 to Fall 2020. Hispanic students were less than 1% below the ISS from Fall 2018 to Fall 2020. Students under 20 were also below the ISS from Fall 2018 to Fall 2020. Male students were slightly below the ISS in Fall 2018 and 2019.

Institution-set Standards

The College established Institution-Set Standards (ISS) for measures related to student success. These standards represent an identified minimum level of performance determined by the college to be acceptable. In other words, falling below the standard would cause the College to initiate a response to address the substandard measure. Currently, these standards only apply broadly to the College and not to individual subgroups.

Institution-set Standards are embedded into each of the College's comprehensive planning processes—the Program Review Self-Evaluation (PRSE) and Annual Update Plans (AUP)—for ongoing evaluation. In addition, the Strategic Planning Committee and Educational Planning Subcommittee review the ISS in order to make recommendations for improvements. There are eight standards, which are summarized below with data from the past academic years.

Institution Set Standards, 2015-2016 to 2019-2020

Metrics	Institution-Set Standard	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Course Retention	84%	86.2%	88.0%	88.4%	88.8%	93.1%
Course Success	63%	71.7%	73.5%	73.4%	73.5%	72.0%
Number of Degrees	1,640	2,064	2,151	2,179	2,717	3,078
Number of Certificates	1,120	1,575	1,287	1,533	1,828	1,735
Number of Transfers	1,150	1,600	1,706	1,729	1,597	1,884
Average Units Accumulated by All Associate Degree Earners	112	95	98	96	95	94
Retained from Fall to Spring*	49%	65.9%	65.7%	63.9%	63.6%	63.8%
Percent of Students with a Job Closely Related to Their Field of Study	60%	64.0%	71.4%	70.6%		

*Among first-time students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one credit course in any TOP code in a subsequent primary term at the selected school.
Note: Number of Transfers are the number of students who enrolled in a CSU or UC in the selected year.
Sources: California Community Colleges Student Success Metrics Dashboard, California State University Enrollment Dashboard, UC Office of the President, and LACCD Student Information System August 2021

Course Retention and Success

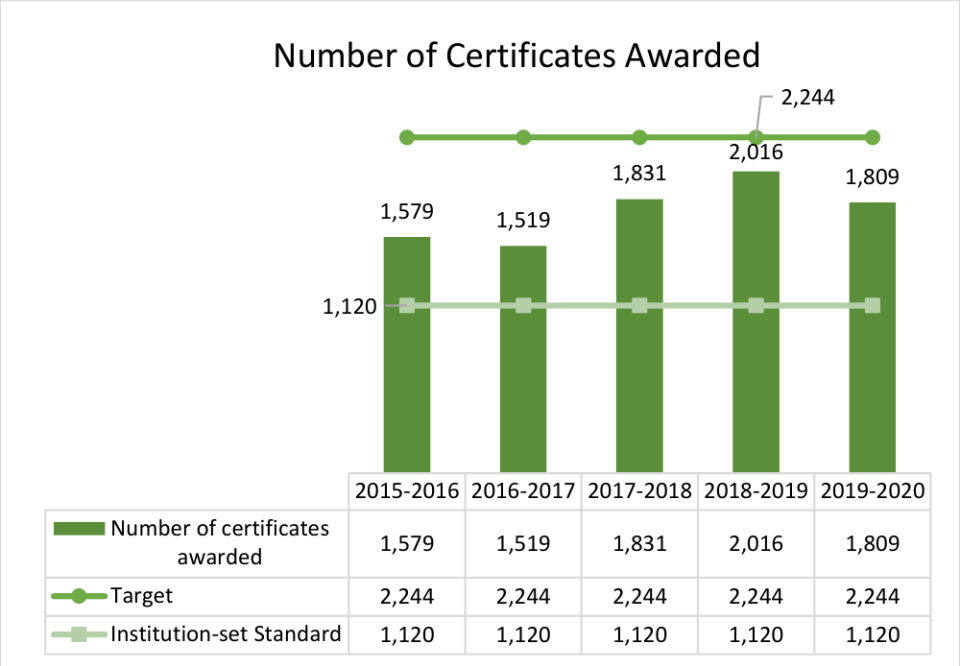
Course retention and success standards include Public Service Academies.

Retention and Success rates have remained relatively flat and above the ISS each academic year. ELAC has substantially increased the number of degrees and transfers to the University of California (UC) and California State University (CSU) systems over the five-year time span. In the 2019-2020 academic year, ELAC students earned 50% more degrees, 21% more certificates, and saw 29% more transfers than in 2013-14.

ELAC also included target metrics in the 2019-2025 Strategic Plan to monitor how areas of importance are improving. Since the publication of the Strategic Plan, ELAC's Strategic Planning Committee (SPC) has reviewed and updated targets to improve their relevance to the College. These targets align to the eight ISS metrics and are included below.

Number of Certificates and Degrees

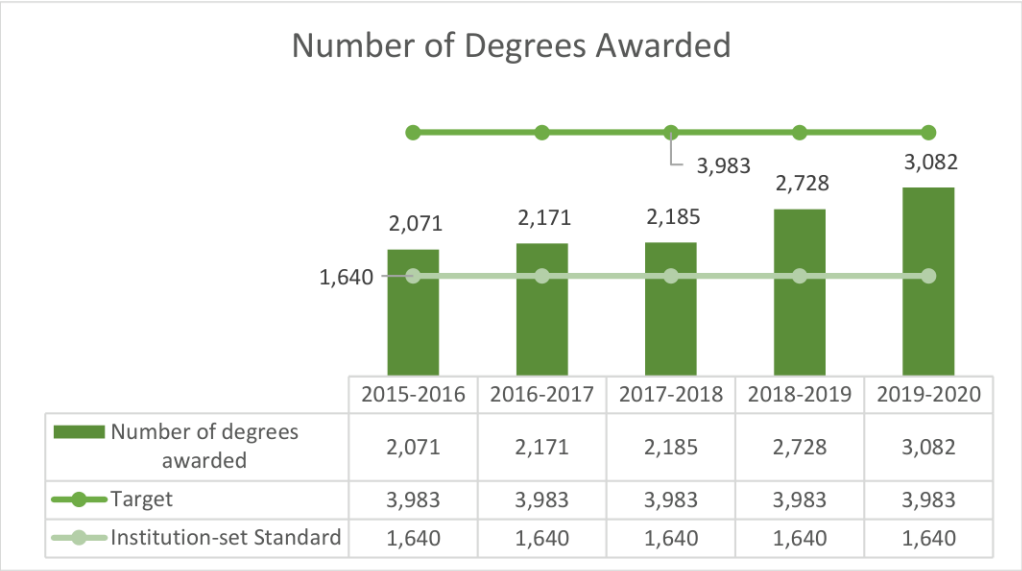
Number of Students who Earned Certificates, 2015-2016 to 2019-2020



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of certificates awarded	1,579	1,519	1,831	2,016	1,809
Target	2,244	2,244	2,244	2,244	2,244
Institution-set Standard	1,120	1,120	1,120	1,120	1,120

Source: Source: LACCD Student Information System, August 2021

Number of Students Who Earned Degrees, 2015-2016 to 2019-2020



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of degrees awarded	2,071	2,171	2,185	2,728	3,082
Target	3,983	3,983	3,983	3,983	3,983
Institution-set Standard	1,640	1,640	1,640	1,640	1,640

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

Additionally, ELAC uses internal methods to report certificates and degrees for ISS purposes; however, below is a table that includes all awards reported by LACCD. There may be slight inconsistencies due to the data processing structure.

Number of Awards by Type, 2015-2016 to 2020-2021

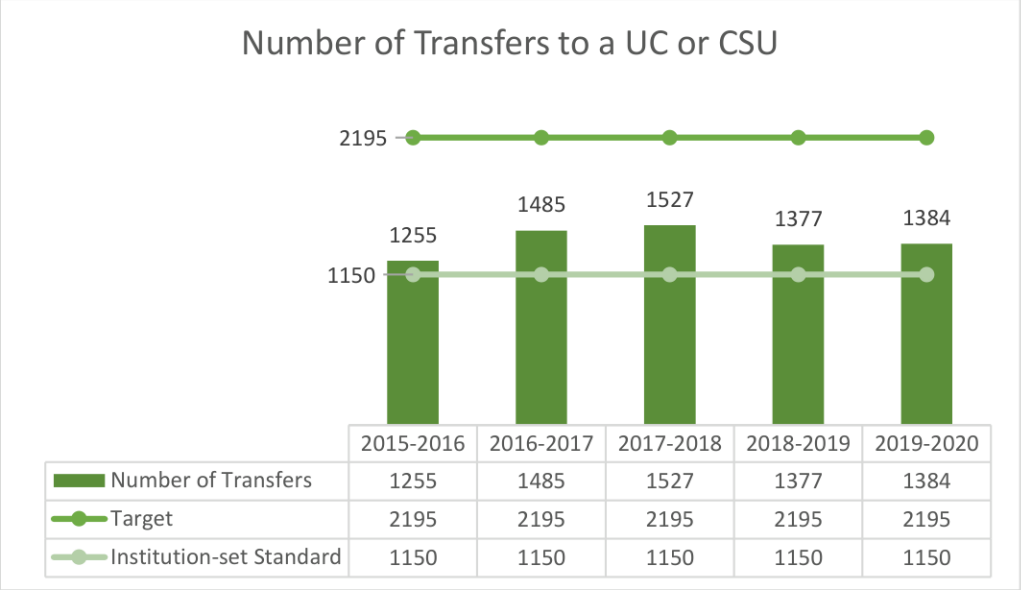
Award	Fiscal Year						Total
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Associate of Arts	1414	1328	1178	1366	1507	2021	8814
Associate of Science	182	164	131	141	138	142	898
Associate of Arts for Transfer	314	411	482	635	741	946	3529
Associate of Science for Transfer	154	248	388	576	691	949	3006
Certificate	1575	1490	1793	2007	1799	2428	11092
Certificate of Competency	0	0	0	0	17	18	35
Noncredit Certificate	0	0	3	299	735	447	1484
Skill Certificate	2169	1795	2362	2482	1779	855	11442
Total	5808	5436	6337	7506	7407	7806	40300

Source: Los Angeles Community College District (LACCD) Student Information System, October 2021

Number of Transfers

ELAC uses separate UC and CSU reported transfer information to keep track of this ISS metric. The number of transfers to UCs and CSUs has gone up slightly since 2015-2016 and had a peak of 1527 transfers in 2017-2018.

Number of Transfers (UC/CSU Reported), 2015-2016 to 2019-2020



Source: California State University Enrollment Dashboard, UC Office of the President

Additionally, the following table displays similar transfer information that is reported by the CCCCO. This includes the number of the students who earned 12 or more units at any time and

at any college and who exited the community college system in the prior year, the number who enrolled in a four-year institution in the selected year. There is discussion at ELAC about which data source is more accurate and relevant for the college; this may lead to an amendment of the ISS.

Number of Transfers (CCCCO Reported), 2015-2016 to 2018-2019

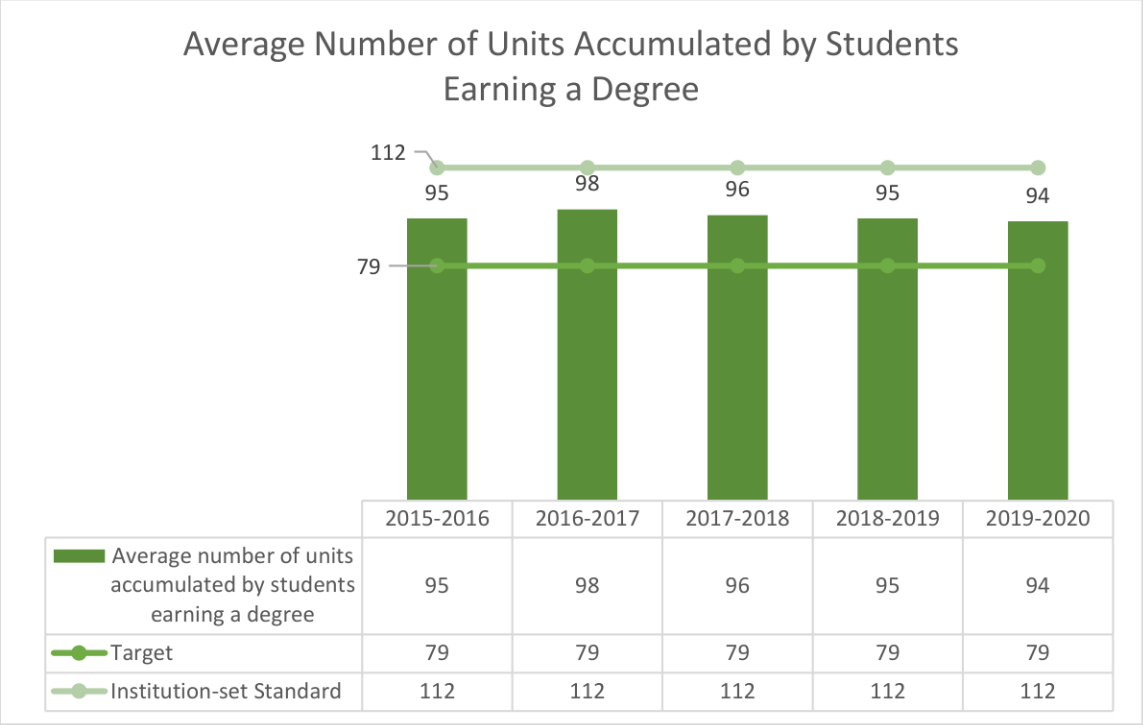
	2015-2016	2016-2017	2017-2018	2018-2019	Target
Number of transfers to a 4-year university	2,038	2,291	2,240	2,513	2,803
Number of transfers to a UC/CSU	1,566	1,751	1,703	1,909	2,195

Sources: California Community Colleges Student Success Metrics Dashboard

Average Units Accumulated by All Associate Degree Earners

The goal of this metric is to observe the average units of all associate degree earners decreases. This ensures that students are attaining degrees efficiently and without taking unnecessary courses. The metric has remained steady during the last five academic years.

Average Number of Units Accumulated by Students Earning a Degree, 2015-2016 to 2019-2020

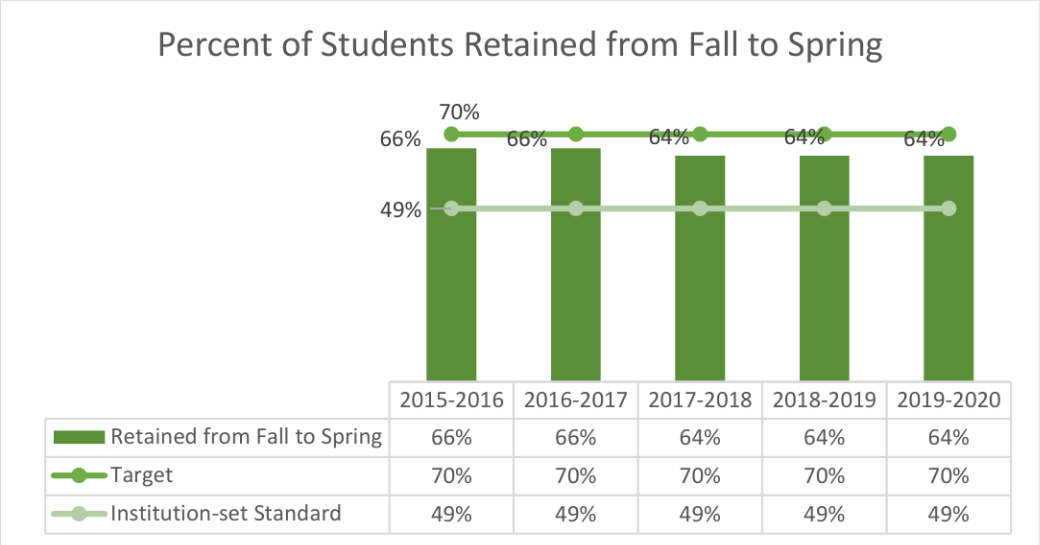


Source: California Community Colleges Student Success Metrics Dashboard

Fall to Spring Retention at ELAC

This metric tracks students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year. It then includes the percentage who enrolled in at least one credit in a subsequent primary term. ELAC has remained steadily above the ISS between 66% and 64%.

Percent of Students Retained from Fall to Spring, 2015-2016 to 2019-2020



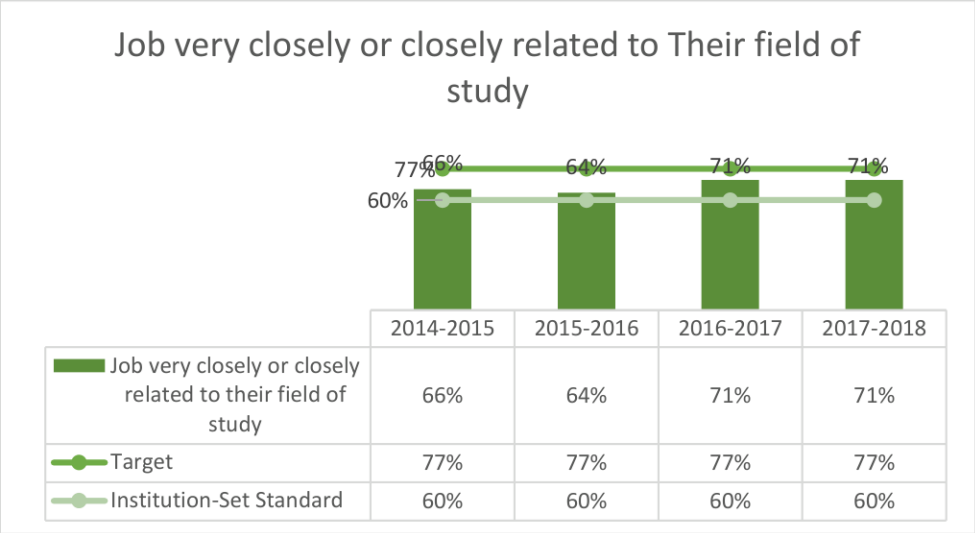
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Retained from Fall to Spring	66%	66%	64%	64%	64%
Target	70%	70%	70%	70%	70%
Institution-set Standard	49%	49%	49%	49%	49%

Source: California Community Colleges Student Success Metrics Dashboard

Job Related to Field of Study

This metric is derived from the CTE Outcomes Survey and is delayed by two years. In addition to ensuring that students are no longer enrolled, the metric is dependent on students responding to the survey. It has not fallen below the ISS and instead improved by 7% in 2016-2017.

Job Very Closely or Closely Related to Their Field of Study, 2014-2015 to 2017-2018



	2014-2015	2015-2016	2016-2017	2017-2018
Job very closely or closely related to their field of study	66%	64%	71%	71%
Target	77%	77%	77%	77%
Institution-Set Standard	60%	60%	60%	60%

Source: California Community Colleges Student Success Metrics Dashboard

Licensure Exam and Job Placement Rates

As part of the Program Review Self-Evaluation (PRSE) and Annual Update Plans (AUP), all departments established standards for each of their disciplines and programs. Program-set standards include job licensure rates, if applicable. Licensure exam data show that ELAC is currently meeting the ISS in Health Information Technology (HIT). The other trackable licensure exam rates are all below the ISS. These will be evaluated annually through PRSEs and AUPs.

Licensure Exams Rates

Exam	Exam (National, State, Other)	ISS	2017-2018	2018-2019	2019-2020
NCLEX (Nursing)	National	75	75%	75%	72%
CRT (Respiratory Therapy)	National	100	87%	73%	76%
Emergency Medical Technician (EMT)	National	70	57%	61%	60%
Health Information Technology	National	64	67%	71%	75%
Real Estate	State	70	No College Level Data	No College Level Data	No College Level Data

Source: 2021 ACCJC Annual Report, https://www.elac.edu/Academics/Programs/Program-Passrate

Job placement rates are available for some programs through the Perkins CTE Core Indicator Reports. Programs are included that are reported having with a total count of 10 or more. Each program met the performance goal at least once during the specified timeframe.

Job Placement Rates

Program	Performance Goal 2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Accounting	69.70	77.12	78.29	82.18	83.33
Administration of Justice	69.70	84.33	78.27	87.16	85.74
Alcohol and Controlled Substances	69.70	68.75	65.00	71.43	73.68
Applied Photography	69.70	75.00	56.25	87.50	64.71
Architecture and Architectural Technology	69.70	68.97	76.67	62.50	48.00
Automotive Technology	69.70	81.48	92.86	81.25	90.24
Business Management	69.70		80.00		65.00
Child Development/Early Care and Education	69.70	75.14	66.81	77.06	80.82
Children with Special Needs	69.70		82.61	78.26	85.19
Computer Information Systems	69.70			72.73	66.67
Corrections	69.70	68.75	72.00	100.00	88.24

Drafting Technology	69.70		65.22	80.00	57.89
Electronics and Electric Technology	69.70		81.25	80.00	54.55
Emergency Medical Services	69.70	89.29	85.45	80.00	86.49
Fire Academy	69.70	76.92	75.00		100.00
Fire Technology	69.70	100.00	98.55	96.55	95.00
Forensics, Evidence, And Investigation	69.70	60.00			83.33
Gerontology	69.70			83.33	100.00
Graphic Art and Design	69.70			70.00	71.43
Health Information Coding	69.70	84.62		83.33	81.82
Health Information Technology	69.70	86.84	87.88	88.10	90.48
Health Occupations, General	69.70		85.37	81.82	70.00
Industrial and Transportation Security	69.70			100.00	100.00
Infants and Toddlers	69.70	72.09	84.62	96.00	84.62
Journalism	69.70	76.92			77.78
Logistics and Materials Transportation	69.70	77.61	69.23	72.00	88.89
Office Technology/Office Computer Applications	69.70	61.70	67.27	77.50	63.08
Police Academy	69.70	94.23	96.00	98.02	97.53
Real Estate	69.70	60.53	61.29	84.38	72.09
Registered Nursing	69.70	82.83	85.86	89.39	93.44
Respiratory Care/Therapy	69.70	94.59	90.00	73.08	82.61
Sign Language Interpreting	69.70	61.54	90.00	77.78	77.78

Note: *Performance Goal via 2016-2017 PERKINS IV Core 4 Indicator

Source: PERKINS IV Core Indicators of Performance by Vocational TOP Code - Summary by College for East Los Angeles College retrieved at https://misweb.cccco.edu/perkins/Main.aspx

C. Organization of the Self-Evaluation Process

The Accreditation Steering Committee (ASC), co-chaired by the Accreditation Liaison Officer and the Faculty Chair of Accreditation, is the primary body that oversees accreditation matters for the College. ASC bylaws were formally approved by the ELAC Shared Governance Council on March 25, 2019. Designated membership of the ASC comprises representatives of different campus constituencies, including faculty, administrators, classified staff, and students. Following the completion and submission of the Midterm Report on March 15, 2020, ASC began organizing the self-evaluation process:

- On July 15, 2020, the ASC discussed a preliminary plan of action for completion of the Institutional Self-Evaluation Report with a completion goal of August 2022. The summer was spent identifying and recruiting campus leaders among faculty, administrators, and students to work on specific subsections of the standards. ISER team leads were confirmed by the ASC meeting on September 24, 2020. Team leads were encouraged to identify others to assist with research and writing efforts.
- On October 14, 2020, the Vice President of the ACCJC held an ISER training session for ASC members and collaborators of the different writing teams.
- On October 22, 2020, the Faculty Chair introduced the SharePoint site that would be used as a repository for all accreditation-related documents, evidence, and drafts. Writing team members were granted access to utilize the SharePoint site. ISER teams began gathering evidence and working on outlines over the Winter 2021 intersession.
- On February 2021, the Office of Institutional Effectiveness and Advancement (OIEA) disseminated a Spring 2021 accreditation newsletter to the campus community to inform them of the current accreditation process and solicit volunteers.
- ASC met regularly throughout Spring 2021 to monitor ISER progress, identify evidence gaps, and provide support to writing teams as needed. ASC conducted its own training for writing teams on April 24, 2021. Teams were also reminded to utilize the ACCJC Guidelines as a primary reference for writing.
- In Summer 2021, a new Accreditation Liaison Officer was appointed. ASC meetings were used to track ISER progress. The ELAC Shared Governance Council also approved a recommendation made by the ASC to revise the committee self-evaluation forms to consider issues of diversity, equity, and inclusion.
- On August 27, 2021, ASC set up an initial round of peer reviews for different standards teams to review the progress of other standards and provide any recommendations for improvement or additional information. Peer reviews were completed in the following month.
- In October 2021, the District Accreditation Committee revised their timeline to incorporate comprehensive review deadlines and visitation dates from the ACCJC. To account for District approval processes, the local College timeline was amended with a preliminary target of April 2022 for approval through various local campus committees.
- Both Fall 2021 and Winter 2022 sessions were used to revise narratives and gather evidence. At the end of Fall 2021, the ASC identified two areas of student learning/achievement for the QFEs: the institutionalization of Guided Pathways and expansion of dual-enrollment initiatives.
- In Spring 2022, another accreditation newsletter was circulated to the campus community with the revised timelines and process. Revisions of the ISER continued,

including the integration of District portions.

- On March 29, 2022 and April 12, 2022, the ISER draft was unveiled for public feedback at a virtual town hall for the entire campus community as well as a separate in-person town hall for students, sponsored by the Associated Student Union.
- In May 2022, the ISER was publicly noticed and approved at the following committees: Academic Senate (May 10), Associated Student Union (May 13), Educational Planning Subcommittee (May 17), and the ELAC Shared Governance Council (May 23).
- In Summer 2022, the ISER was submitted to the District IESS Committee for approval and the Board of Trustees approved the ISER on July 6, 2022.

Accreditation Standards Teams

Standard I.
A.
Administration: Laura Cruz-Atrian, Steven Reynolds
Faculty: David Hale, Jeffrey Hernandez
Students: Rosa Mendoza, Alondra Pacheco

B.
Administration: Laura Cruz-Atrian, Steven Reynolds
Faculty: Richard Crawford Alcazar, Allen Coson, Natalie Wong
Staff: Anahit Grigoryan
Students: Rosa Mendoza, Alondra Pacheco

C.
Administration: Laura Cruz-Atrian, Steven Reynolds
Faculty: Jeffrey Hernandez, David Hale
Students: Rosa Mendoza, Alondra Pacheco

Standard II.
A.
Administration: Erica Mayorga, Kerrin McMahan
Faculty: Leticia Barajas, Elizabeth Ortega
Students: Rosa Mendoza, Alondra Pacheco

B.
Administration: Gina Chelstrom
Faculty: Gabriel Castro, Eldy Dean, Gisela Herrera, Choonhee Rhim, Amanda Ryan-Romo, Carmen Soto
Students: Rosa Mendoza, Alondra Pacheco

C.
Administration: Danelle Fallert, Sonia Lopez
Faculty: Chris Garcia, Kirby Dominguez, Robert Godinez, Arpi Festekjian, Frank Lozano
Staff: Carlos Guerrero
Students: Rosa Mendoza, Alondra Pacheco

Standard III.
A.
Administration: Miguel Duenas, Ming-huei Lam, Nghi Nghiem
Faculty: Brenda Chan, Stuart Souki, Nancy Ramirez

B.
Administration: Myeshia Armstrong
Faculty: Allen Coson, Humberto Gallegos
Staff: Jose Villareal

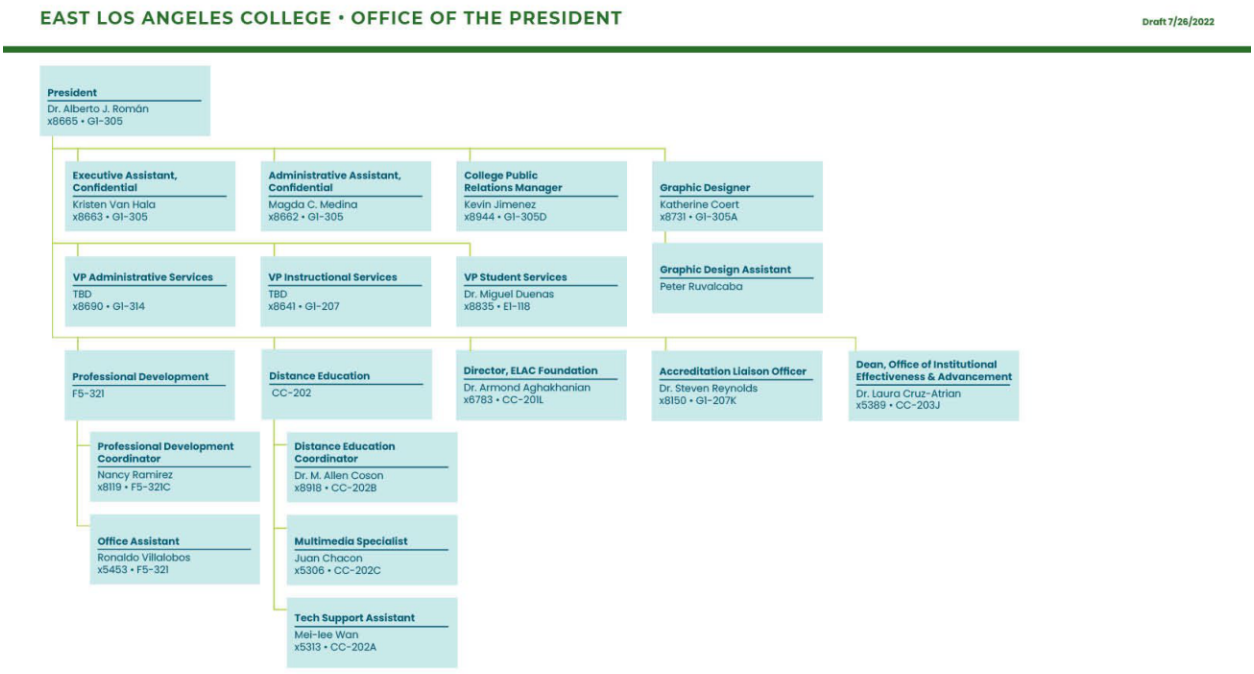
C.
Administration: Djuradj Babic
Faculty: Nathasha Alvarez
Staff: Joshua Summers

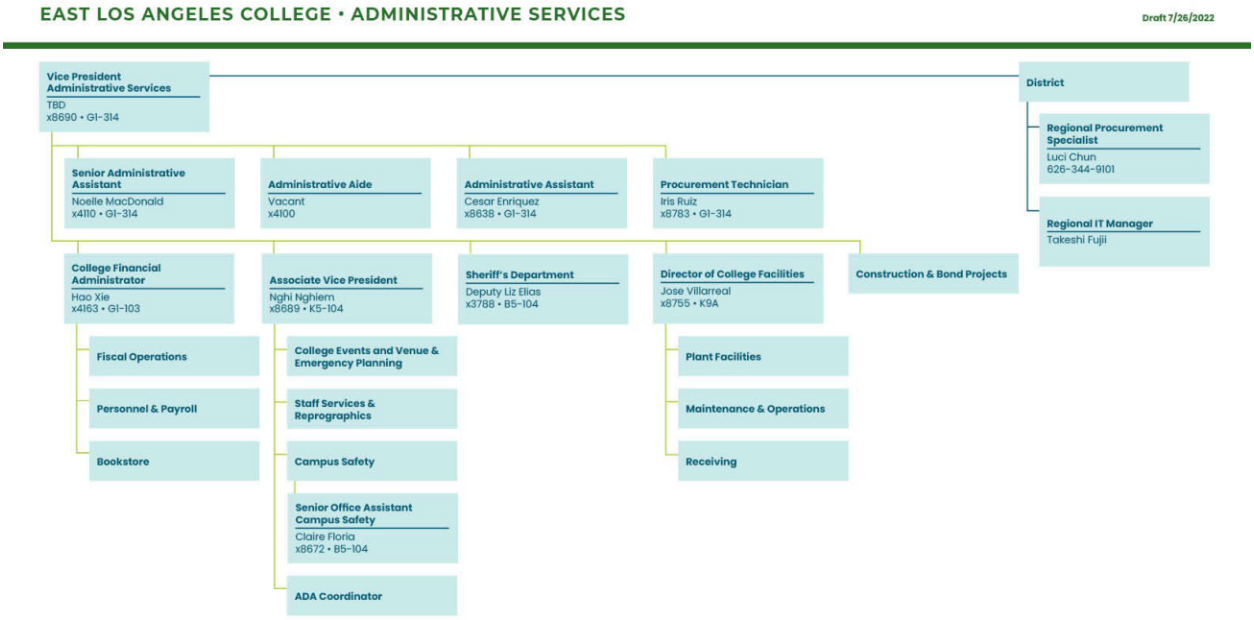
D.
Administration: Myeshia Armstrong, Hao Xie
Faculty: Laura E. Ramirez
Staff: Lindy Fong

Standard IV.
A.
Administration: Ruben Arenas, Miguel Duenas
Faculty: David Hale, Jeffrey Hernandez

B.
Administration: Alberto Roman
Faculty: David Hale, Jeffrey Hernandez

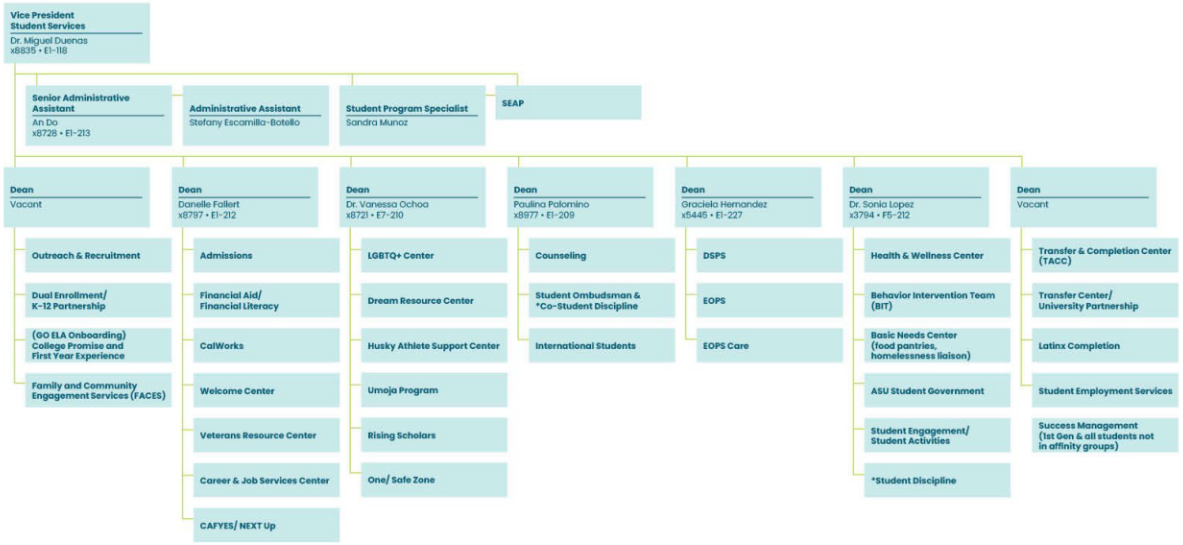
D. Organizational Information





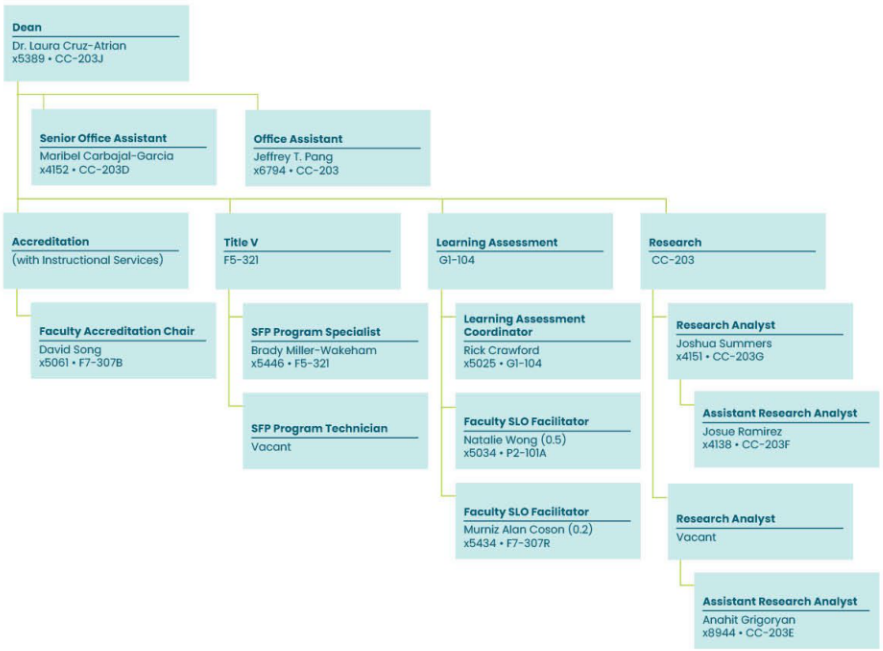
EAST LOS ANGELES COLLEGE • STUDENT SERVICES

Draft 7/26/2022



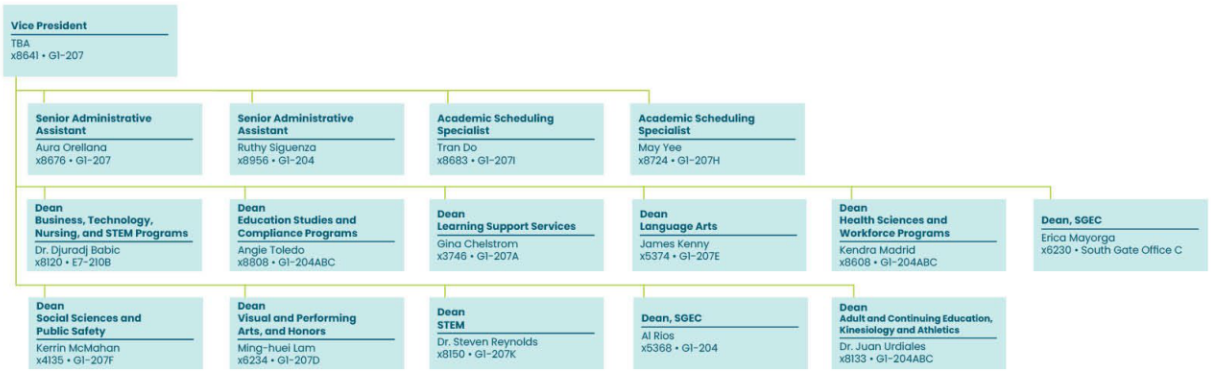
EAST LOS ANGELES COLLEGE • OFFICE OF INSTITUTIONAL EFFECTIVENESS & ADVANCEMENT

Draft 7/26/2022



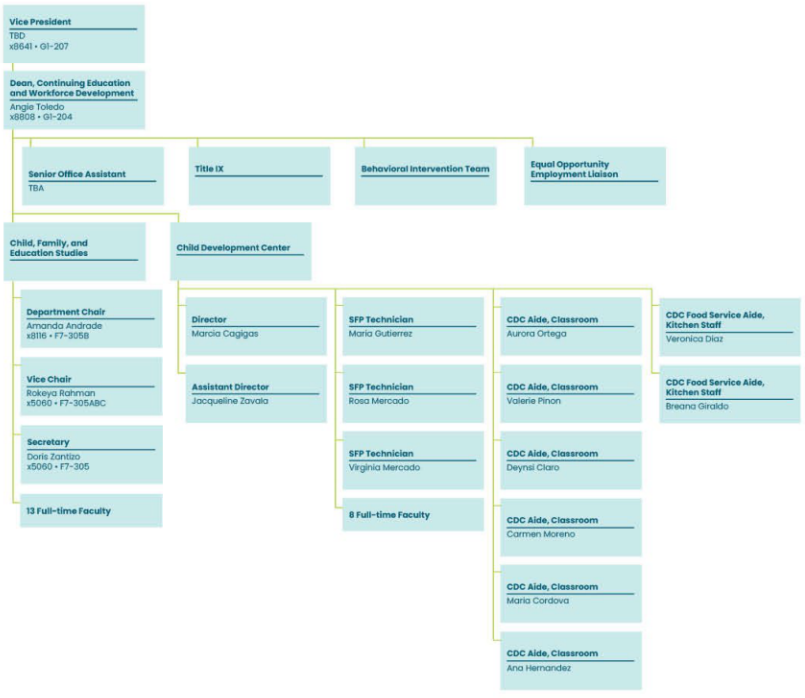
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES

Draft 7/26/2022



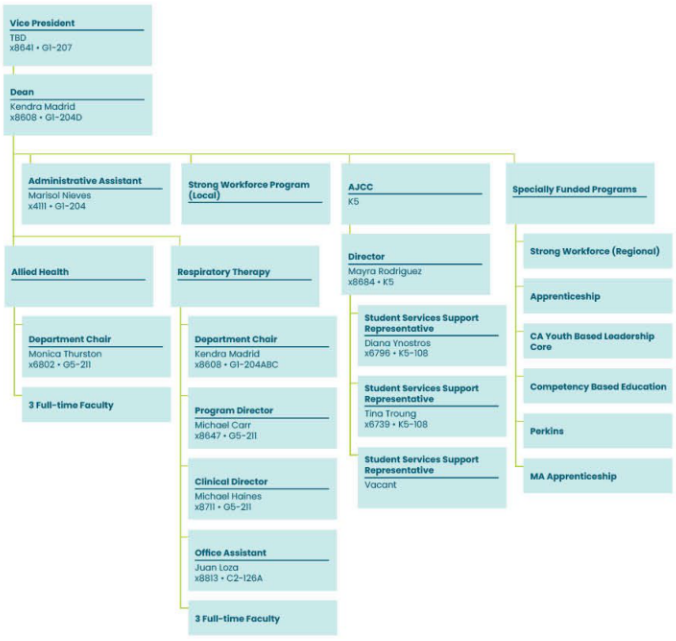
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: EDUCATION STUDIES AND COMPLIANCE PROGRAMS

Draft 7/26/2022



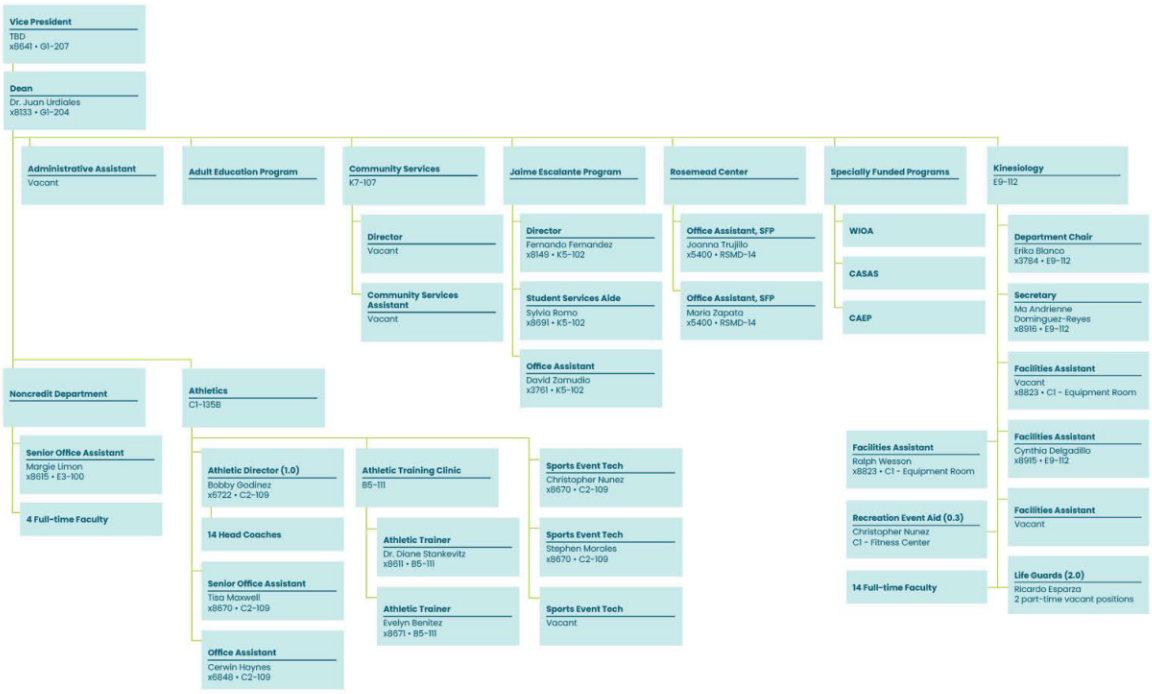
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: HEALTH SCIENCES AND WORKFORCE PROGRAMS

Draft 7/26/2022



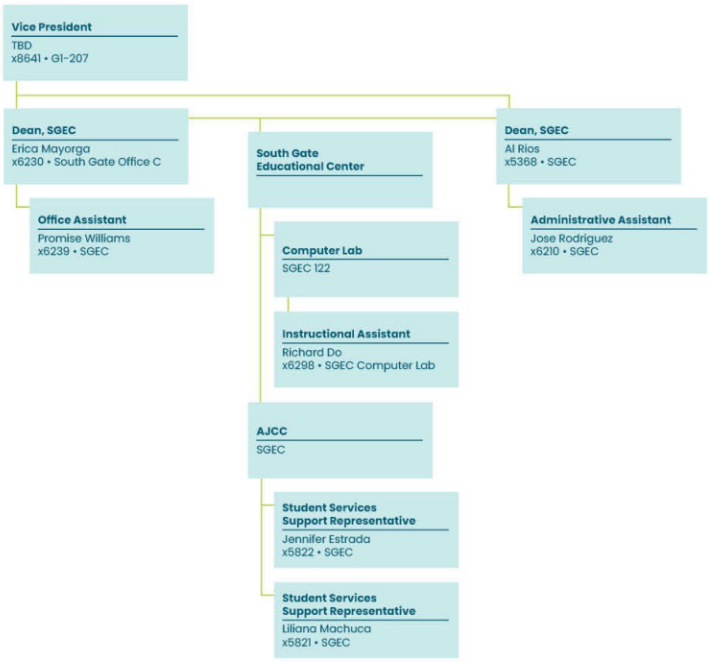
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: ADULT AND CONTINUING EDUCATION, KINESIOLOGY, AND ATHLETICS

Draft 7/26/2022



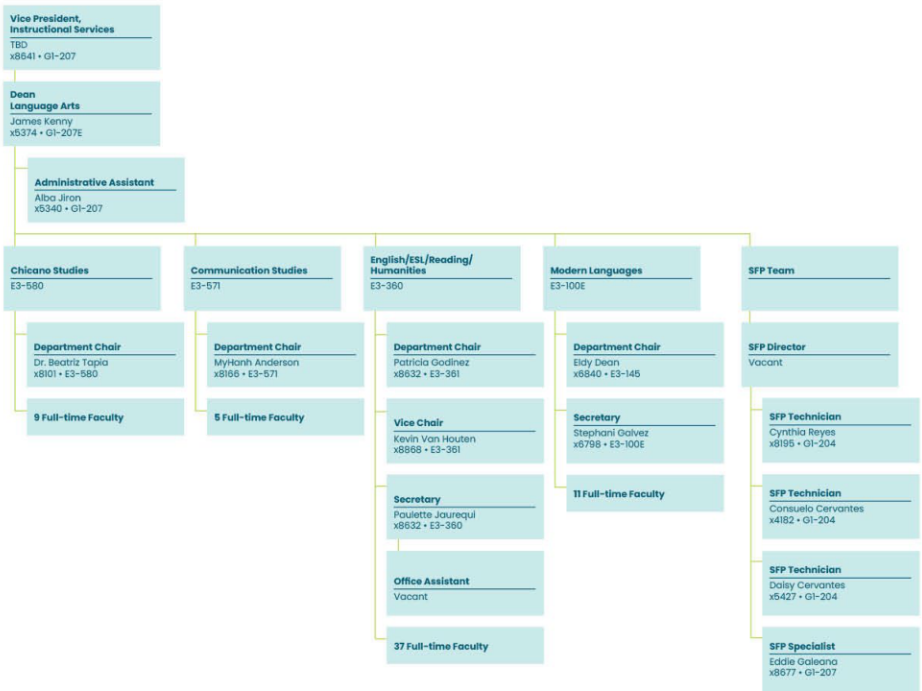
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: SOUTH GATE EDUCATIONAL CENTER

Draft 7/26/2022



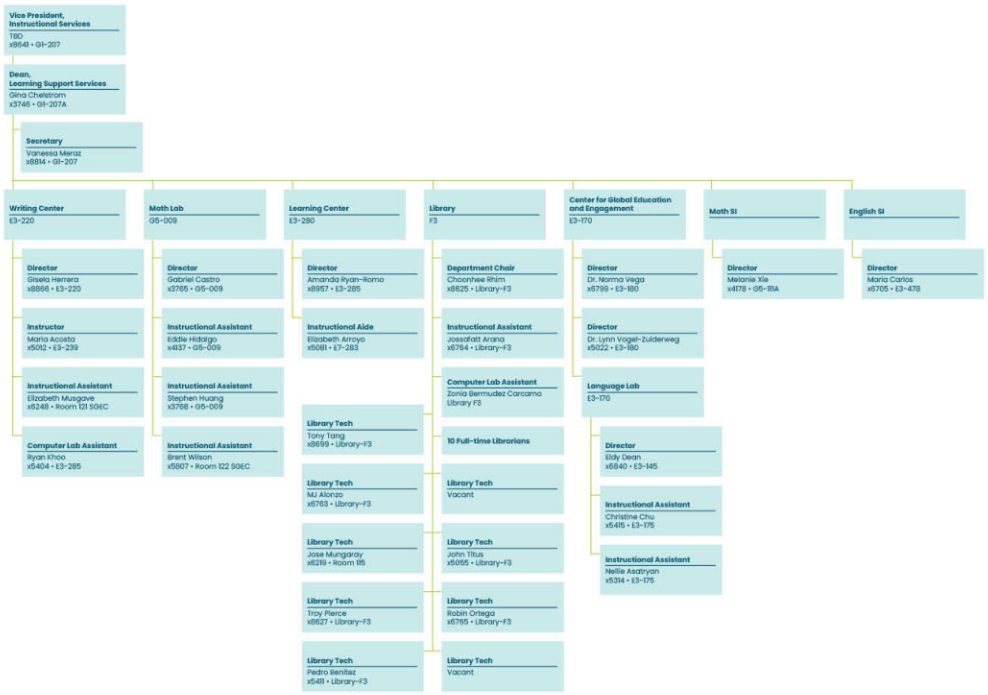
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: LANGUAGE ARTS

Draft 7/26/2022



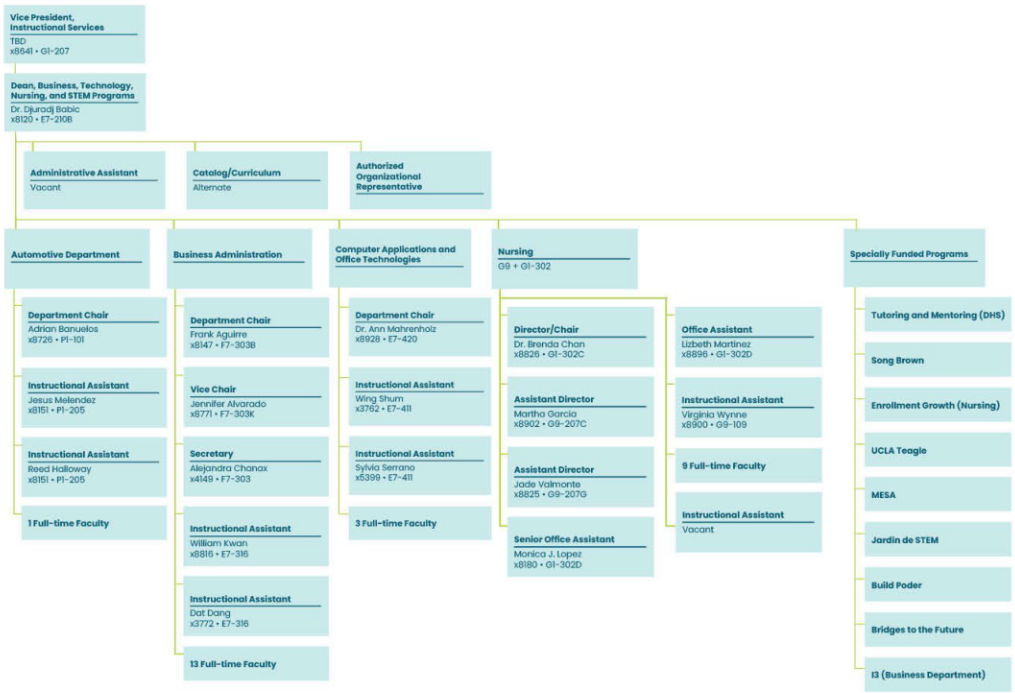
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: LEARNING SUPPORT SERVICES

Draft 7/26/2022



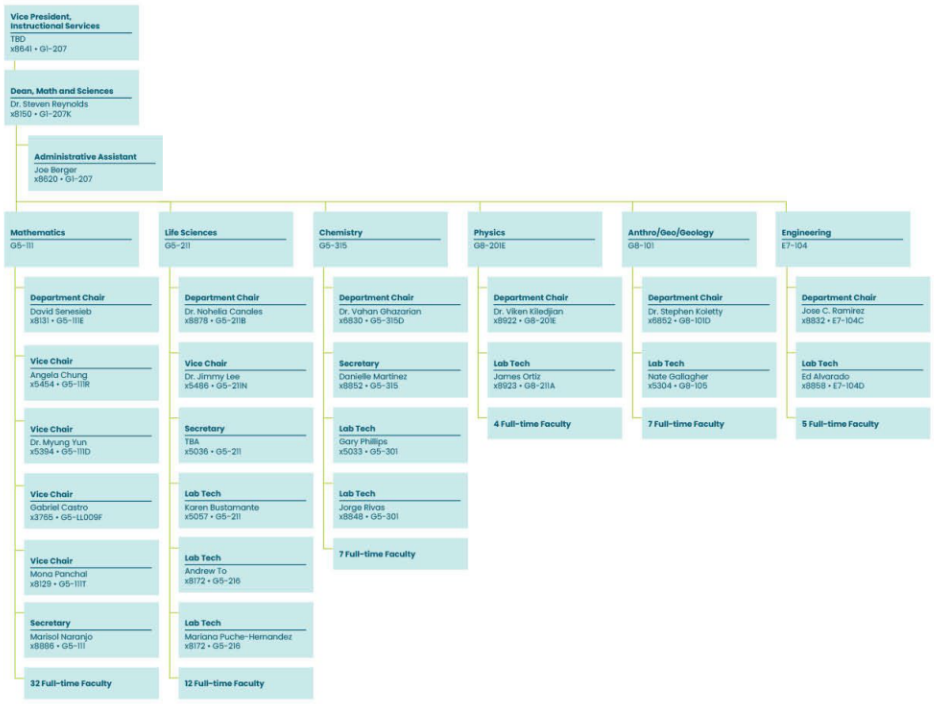
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: BUSINESS, TECHNOLOGY, NURSING, AND STEM PROGRAMS

Draft 7/26/2022



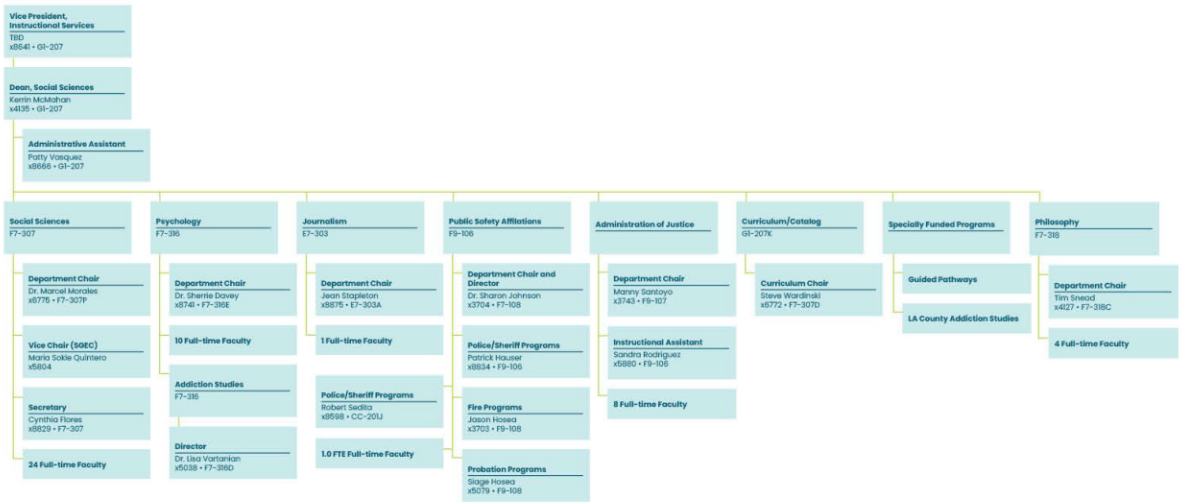
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

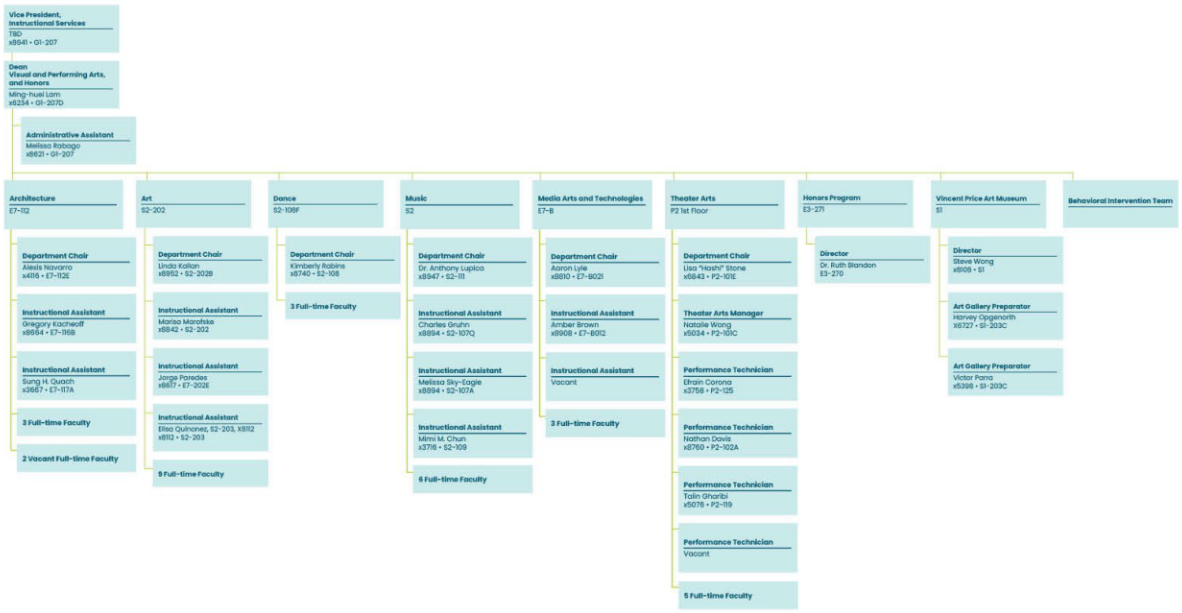
Draft 7/26/2022



EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: SOCIAL SCIENCES

Draft 7/26/2022




Vice President, Instructional Services
TBD
x8641 • G1-207
Dean Visual and Performing Arts, and Honors
Ming-huei Lam
x8234 • G1-207C
Administrative Assistant
Melissa Rabaga
x8621 • G1-207
Architecture
E7-112
Department Chair
Alexis Navarro
x4116 • E7-112E
Instructional Assistant
Gregory Kacheoff
x8664 • E7-116B
Instructional Assistant
Sung H. Quach
x3667 • E7-117A
3 Full-time Faculty
2 Vacant Full-time Faculty
Art
S2-202
Department Chair
Linda Kallan
x8952 • S2-202B
Instructional Assistant
Marisa Marofske
x8842 • S2-202
Instructional Assistant
Jorge Paredes
x8617 • E7-202E
Instructional Assistant
Elisa Quinonez, S2-203, x8112
x8112 • S2-203
9 Full-time Faculty
Dance
S2-108F
Department Chair
Kimberly Robins
x8740 • S2-108
3 Full-time Faculty
Music
S2
Department Chair
Dr. Anthony Lupica
x8947 • S2-111
Instructional Assistant
Charles Gruhn
x8894 • S2-107Q
Instructional Assistant
Melissa Sky-Eagle
x8894 • S2-107A
Instructional Assistant
Mimi M. Chun
x3716 • S2-109
6 Full-time Faculty
Media Arts and Technologies
E7-B
Department Chair
Aaron Lyle
x8810 • E7-B021
Instructional Assistant
Amber Brown
x8908 • E7-B012
Instructional Assistant
Vacant
3 Full-time Faculty
Theater Arts
P2 1st Floor
Department Chair
Lisa "Hashi" Stone
x6843 • P2-101E
Theater Arts Manager
Natalie Wong
x5034 • P2-101C
Performance Technician
Efrain Corona
x3758 • P2-125
Performance Technician
Nathan Davis
x8760 • P2-102A
Performance Technician
Talin Gharibi
x5076 • P2-119
Performance Technician
Vacant
5 Full-time Faculty
Honors Program
E3-271
Director
Dr. Ruth Blandon
E3-270
Vincent Price Art Museum
S1
Director
Steve Wong
x8618 • S1
Art Gallery Preparator
Harvey Opgenorth
X6727 • S1-203C
Art Gallery Preparator
Victor Pena
x5398 • S1-203C
Behavioral Intervention Team

District/College Functional Map

The functional map below lays out the responsibilities of the District and all nine colleges in matters of accreditation with the following designations:

- Primary: Leadership and oversight of a given function, including design, development, implementation, assessment, and planning for improvement.
- Secondary: Support of a given function, including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility.
- Shared: The District and the College are mutually responsible for the leadership and oversight of a given function, or they engage in logically equivalent versions of a function—District and College mission statements.

Standard	College	District
I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
A. Mission		
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	Primary	Secondary
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	Primary	Secondary
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	Primary	Secondary
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	Primary	Secondary
B. Assuring Academic Quality and Institutional Effectiveness		
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	Primary	Secondary
2. The institution defines and assesses student learning outcomes for all instructional program and student and learning support services. (ER 11)	Primary	-----
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	Primary	-----
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	Primary	-----
5. The institution assesses accomplishment of its mission	Primary	Secondary

through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.		
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	Primary	Secondary
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	Shared - Practices and program evaluation	Shared - Policy, Procedures, technology
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	Primary	Secondary
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	Shared - Planning, integrated resource allocations	Shared - Budget allocation process, District Strategic Plan, Enrollment Management, technology planning, facilities planning (Bond, deferred maint.)
C. Institutional Integrity		
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	Primary	Secondary
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current	Primary	-----

information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)		
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	Primary	-----
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	Primary	-----
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	Shared - college publications	Shared - Policies, procedures, publications
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	Primary	Secondary
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	Shared - college publication and implementation	Shared - Academic Freedom policy
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	Shared - implementation of policy	Shared - Policy
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Primary	-----
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of	Shared - College ERs	Shared - District ERs

substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)		
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	Shared - remainder	Shared - District Audit processes
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A
Standard II: Student Learning Programs and Support Services		
A. Instructional Programs		
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	Primary	-----
2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.	Primary	-----
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	Primary	-----
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level	Primary	-----

curriculum.		
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	Shared - remainder	Shared - Policies, procedures, publications
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	Primary	-----
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	Primary	-----
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	Primary	-----
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	Primary	Secondary
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	Primary	Secondary
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	Primary	-----
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and	Primary	Secondary

competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)		
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	Primary	-----
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	Primary	-----
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	Primary	-----
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	Primary	-----
B. Library and Learning Support Services		
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	Primary	Secondary
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	Primary	-----
3. The institution evaluates library and other learning support	Primary	-----

services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	Primary	-----
C. Student Support Services		
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	Primary	-----
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	Primary	Secondary
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	Primary	-----
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	Primary	-----
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	Primary	-----
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The	Primary	Secondary - Policy

institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)		
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	Primary	-----
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	Shared - college and paper files	Shared - Enterprise systems and digital records
Standard III: Resources		
A. Human Resources		
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	Shared - college selection process	Shared - Policies, procedures and enterprise systems
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	Shared - college selection process	Shared - Policies, procedures and enterprise systems
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	Shared - college selection process	Shared - Policies, procedures and enterprise systems
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	Secondary	Primary
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)	N/A	N/A
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	Primary	Secondary
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	Primary	Secondary
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	Primary	Secondary
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	Primary	Secondary
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and	Primary	Secondary

based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.		
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	Shared - college process, and results	Shared - Policies, procedures and enterprise systems
B. Physical Resources		
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Primary	Secondary
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	Shared - remainder	Shared - Bond, Deferred Maint.
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	Shared - remainder	Shared - Bond, Deferred Maint.
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	Shared - remainder	Shared - Staffing formulas, TCO
C. Technology Resources		
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	Shared - Instructional technology acquired at the departmental level will remain the responsibility of the department.	Shared - hardware, Enterprise systems, TCO
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	"Shared - program reviews from divisions, departments, and units	Shared - Budget allocation process, technology planning,

	that include technology resource requests Campus level Student and Faculty surveys on technology "	facilities planning, data centers, Bond projects, deferred maint.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	Shared - remainder	Shared - Policies, procedures and enterprise systems
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	Technology training for faculty ; curriculum for training students on technology use.	Shared - assist with training for enterprise systems and technologies.
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared - implementation of policy; publicizing and enforcing the policies and guidelines.	Shared - Policies, procedures and enterprise systems
D. Financial Resources		
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	Technology training for faculty ; curriculum for training students on technology use.	Shared - assist with training for enterprise systems and technologies.
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is	Shared - implementation of policy; publicizing	Shared - Policies, procedures and enterprise

disseminated throughout the institution in a timely manner.	and enforcing the policies and guidelines.	systems
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	Primary	Secondary
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	Shared - college budget development	Shared - District allocation model
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	Shared - college budget development	Shared - District allocation model
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	Shared - college budget development	Shared - District allocation model
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	Shared – college-based evidence	Shared – Coordinating Audit
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	Shared - college budget development	Shared – Policies, procedures and ERP protections
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	Secondary	Primary - Cash Flow
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	Shared - college budget development	Shared - District implementation of policies and procedures
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial	Shared - college	Shared - District

solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	budget planning	allocation model; Districtwide planning
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	----	Primary
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	----	----
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	Shared - college budget development	Shared - District allocation model
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	Secondary	Primary
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	Shared - remainder	Shared - Policies, procedures, publications
Standard IV: Leadership and Governance		
A. Decision-Making Roles and Processes		
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	Primary	Secondary
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose	Shared - implementation of policy	Shared - Policies, procedures, publications

committees.		
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	Shared - implementation of policy	Shared - Policies, procedures, publications
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	Primary	Secondary
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	Shared - College governance	Shared - Policies, procedures, publications, District governance
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	Primary	Secondary
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	Shared - College governance	Shared - Policies, procedures, publications, District governance
B. Chief Executive Officer		
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	Primary	Secondary
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	Primary	Secondary
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement;	Primary	Secondary

• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.		
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	Primary	Secondary
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	Primary	Secondary
6. The CEO works and communicates effectively with the communities served by the institution.	Primary	Secondary
C. Governing Board		
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	----	Primary
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	----	Primary
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	----	Primary
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	----	Primary
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	----	Primary
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	----	Primary

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly 8. assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	----	Primary
9. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	----	Primary
10. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	----	Primary
11. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	----	Primary
12. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	----	Primary
13. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	----	Primary
14. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	----	Primary
D. Multi-College Districts or Systems		
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the	----	Primary

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

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

East Los Angeles College is one of the nine colleges of the Los Angeles Community College District. As such, it is authorized by the State of California as a public post-secondary institution within the State's community college system and is eligible to participate in federal student financial aid programs (ER1-01).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

As noted in the Introduction in the Student Enrollment Data, the College has 25,283 students enrolled. In 2020-2021, the last year for which data are available, the College conferred 4,054 associate degrees according to the State Chancellor's Office.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 77 separate associate degrees in 59 different programs (ER3-01). Each associate degree program is two academic years in length (IIC6-05).

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The chief executive officer of East Los Angeles College is Dr. Alberto Román. His full-time responsibility is to lead the College. He started at ELAC as Interim President, July 1, 2020, and was hired as President commencing January 1, 2021 (ER4-01).

Board Policy 2430 grants to the Chancellor administrative authority over the District (IVB1-01). In turn, "The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at district colleges" (IVB1-02).

ELAC's current president is not a member of the LACCD Board of Trustees (ER4-02).

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a

certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent firm conducts audits of the College within the District on an annual basis. They produce the "LACCD Report on Audited Basic Financial Statements" using Government Audit Standards. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD in conformity with U.S. generally accepted accounting principles. For the fiscal year ending June 30, 2014 and 2013, the District did not have any communicated appropriately through Office of Chief Financial Officer website.

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. According to the Department of Education's website10 the default rates for East Los Angeles College for fiscal years 2010, 2011, and 2012 are 11.6 percent, 19.2 percent, and 13.4 percent, respectively, which are well within the acceptable range.

F. Certification of Continued Institutional Compliance with Commission Policies

East Los Angeles College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College has publicly notified the College through electronic means and at committee meetings. The Institutional Self-Evaluation Report was uploaded and made accessible to the College in March 2022. Notification of the ISER was publicized through e-mail, which included the timeline of the ACCJC Visit and the expected site visit in 2023. A virtual town hall to solicit feedback on the ISER was held on March 29, 2022 (F-01). Subsequently, the ISER was presented and approved at key campus committees including the Academic Senate, Associated Student Union, and ELAC Shared Governance Council in May 2022 (F-02).

The College Accreditation website also maintains a link for the public to submit third-party comments to the ACCJC, along with documentation of the College's past accreditation history, as evidenced in Standard I.C.12. Another public announcement calling for feedback will be made in October 2022, six months prior to the comprehensive visit.

The College complies with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has established standards for a set of eight measures of student achievement for college-wide reporting and assessment of institutional effectiveness. These standards identify minimum levels of performance that were determined by the College to be acceptable. In other words, falling below the standard would initiate an institutional response to address the substandard measure. The eight measures and their minimum accepted standards include:

- Average units accumulated by all associate degree earners (not to exceed 112 units)
- Course success (completion): 63%
- Course retention: 84%
- Number of certificates: 1,120
- Number of degrees: 1,640
- Number of transfers: 1,150
- Percent of students with a job closely related to their field of study: 60%
- Retention from fall to spring: 49%

These measures are directly related to the College's Strategic Plan 2019-2025, which guides the development of the College's Educational, Facilities, and Technology Master Plans through alignment with the Mission goals of student success, equity, access, and institutional effectiveness, as evidenced in Standard I.A.2. These measures, and their corresponding standards, are summarized and made available in a data dashboard accessible on the OIEA website (IC3-05).

The College's Program Review Self-Evaluation (PRSE) process requires that instructional programs evaluate their effectiveness through a review of course and program completion data. The PRSE also requires analysis of whether a program or discipline's achievements meet institution-set standards for course, program, or licensure completion and success. The completion of the Annual Update Plan (AUP) requires departments and programs to evaluate aspects of student achievement, such as program completion data. In the case that completions may be less than expected, then departments develop program goals as needed. These processes are detailed in Standard I.B.5.

The process in which the institution-set standards were developed is discussed in detail in Standard I.B.9 of this report. Institutional analysis of student achievement is included in the Student Achievement chapter of this report.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

District AP 4020 Curriculum Development defines unit calculations for Credit Hour (F.03). BP 4020 "Program, Curriculum, and Course Development" authorizes the District to assess and designate each program as either "credit hour" or "clock hour," and the Chancellor has the authority to establish relevant procedures (F.04).

The College abides by minimum requirements for associate degrees, including number of units and requirements for the major and for general education as established by District. AP 4100 "Graduation Requirements for Degrees and Certificates" establishes graduation requirements as a minimum of 60 semester units of course credit with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education (F.05).

The Curriculum Committee reviews curriculum to ensure credit hours and degree requirements align with these policies and procedures. Course outlines of record specify required credit hours of courses. For courses taught online, the Curriculum Committee also verifies the distance education addenda, as evidenced in Standard II.A.2.

The General Catalog 2021-2022 details per-unit enrollment fees and non-resident tuition. (F.06).

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Board policies and procedures establish the criteria for accepting credits for transfer. District AP 4232 "Pass/No Pass" specifies that all courses and units used to satisfy requirements for graduation and transfer must be from institutions accredited by a recognized agency (F.07)

Transfer policies are included in the College Catalog available both online and in hard copy. The catalog describes transfer requirements, guidelines, and the general process for accepting credits, including criteria that the institution uses to accept credits for transfer. The General Catalog also includes its Scholastic Policy on awarding credit for coursework completed at other institutions (F-08).

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance education at the College utilizes Canvas Learning Management System (LMS). Any course with a remote learning component must have a distance education addendum approved by the Curriculum Committee. The addendum requires examples of regular and substantive interaction between faculty and students, as discussed in Standard II.A.2. Faculty who teach online are required to complete training in how to operate the LMS and in how to use effective teaching and learning strategies in an online environment. Authentication of student identity is accomplished with the use of a single sign-on through the District SIS Portal, where students gain access to the Canvas LMS. Students log into the system with their unique student ID number and password. Once logged in, students have access only to the DE courses in which they are enrolled.

Due to the pandemic, the College has developed and expanded online versions of its learning and student support services. These include library access, online tutoring (Learning Assistance Center, Reading and Writing Center, Math), Diversabilities Support Program & Services (DSP&S), Veterans Services, and counseling services (IIC3-02).

The College's Educational Master Plan and Technology Master Plan also address training in distance education as well as the maintenance and upgrading of technology infrastructure.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The Student Grievance Procedure is outlined in the General Catalog (F-09). The Student Services webpage also includes information on the College ombudsperson who helps students receive equitable resolution to complaints. Student complaints and grievances are filed with and retained by the Office of Student Services. Complaints related to discrimination and sexual harassment are handled by the District Office, where the files are maintained.

The College also maintains an accreditation page that lists the associations and agencies that accredit, approve, or license its programs. The website also includes links through which individuals can file complaints with an accrediting agency (IC12-01).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

The General Catalog is the primary publication that conveys information about its mission, locations, programs, policies, accreditation, fees, financial aid, transfer of course credits, requirements for course completion, and licensure examinations. It is available in both print and electronic formats and is reviewed annually for accuracy (IC1-01). This information is also available on the College website.

Title IV Compliance
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.

Currently, the College has not received any findings from audits or review activities, including issues around ELAC's financial responsibility requirements.

The District contracts with a third-party auditing firm to conduct audits on Title IV programs annually. The result of this audit produces an A-133 Report which is to be submitted to the Department of Education. The College last implemented a corrective action plan in response to the District's 2018-2019 Title IV audit findings. In December 2021, the Department of Education requested information from the College to validate implementation of the corrective action plan. As of this writing, the College has been cleared, but the Department of Education is still reviewing other District colleges and formal documentation is pending. The College adheres to its Title IV programs requirements

The College's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher learning and are addressed in Standard III.D.16.

G. Institutional Analysis

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

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

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

- The mission of East Los Angeles College is expressed in its Mission Statement, Goals, Vision, and Values, all of which are publicly available:
    - College website (IA1-01)
    - General Catalog (IA1-02, p. 10)

Analysis and Evaluation

The Mission Statement describes the institution's broad educational purposes, which include "[empowering] students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world." In the paragraph that follows the list of Goals, the Mission Statement states outright that the institution is committed to student learning and student achievement, and it also lists the types of degrees and other credentials, or outcomes, that students can pursue:

> ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.

The mission is entirely appropriate for a community college and captures the breadth of the College's endeavors. In addition to the opening Mission Statement, each Goal provides another facet of the institution's commitment to student learning and achievement. The College is committed to student success and academic excellence (Goal 1), to equity and to improving student learning (Goal 2), to access and to support for the community (Goal 3), and to institutional accountability (Goal 4).

Through its mission and goals, the College is an integral part of the community and provides

higher education and lifelong learning opportunities for all persons in its service delivery area and beyond. The Mission Statement identifies its intended student population only as "students" because it is an open access, public institution that welcomes all individuals regardless of preparation or background. The Values equity statement confirms the target student population as "students of all backgrounds and levels of ability."

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

Evidence of Meeting the Standard

- The 5th edition of the Governance Policy Handbook describes the College's planning and decision-making policies and processes, including processes that utilize data to determine how effectively the College is accomplishing its mission (IA2-01).
    - The Handbook opens with the Mission as the guiding principle (p. 1).
    - The use of data is incorporated into the institutional planning cycle (pp. 24-28).
    - The use of data is also built into institutional evaluation processes (pp. 55-594).
- The ELAC Strategic Plan 2019-2025 uses data to build a plan that ensures the College is accomplishing its mission (IA2-02).
    - The Plan opens with the Mission as the guiding principle (p. 6).
    - The Planning Structure is grounded in data analysis (pp. 10-11).
    - The Plan includes the data upon which it is based (pp. 16-18).
- The Educational Master Plan (IA2-03, p. 6) and the Technology Master Plan (IA2-04, p. 5) follow the same Planning Structure as the Strategic Plan, guided by the Mission and grounded in data.
- The Strategic Plan Scorecard maintained by the Office of Institutional Effectiveness and Advancement demonstrates the alignment between master planning goals with Strategic Plan metrics and goals (IA2-05).

Analysis and Evaluation

Three of the four goals of the Mission imply which data will demonstrate whether the College is achieving its mission:

1. Student Success Data— "**Goal 1: Increasing student success** and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies."
2. Equity Data— "**Goal 2: Increasing equity** in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps."
3. Access and Enrollment Data— "**Goal 3:** Sustaining community-centered access, participation, and preparation that improves the college's presence in the local and global community, **maximizes access to higher education** and opportunities for adult learners, and provides outlets for artistic, civic, cultural, scientific, and social expression as well as environmental awareness."

The fourth goal— "Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures"—reaffirms the College's commitment to using data to determine the extent to which it achieves its Mission, and planning and evaluation processes are laid out in the Governance Policy Handbook (IA2-01).

The Strategic Plan (IA2-02) makes the greatest use of data. The plan analyzes access data and community data (pp. 24-43), enrollment data (pp. 44-51), and success data (pp. 52-64). Equity data are included throughout those pages. These data form the basis for the metrics (pp. 16-18) that will be used to determine the success of the plan's objectives, all of which circle back to the College's Mission and Goals (pp. 13-14). The student success data within the plan also tie directly to the final statement of the Mission, where specific student outcomes are listed: transfer, workforce development, and degree completion. Much of the same data are analyzed in Program Review but at a more granular level, program by program and even course by course. The Program Review process is explained in greater detail in response to Standard II.A.2. Data analysis in Program Review further shows how at the programmatic level, data is used to determine how effectively the College is achieving the Mission and Goals.

In Program Review and the Annual Update Plan (AUP) processes, departments and units use data in integrated planning, implementation, and evaluation. The longitudinal data provided for analysis are related to the Mission: retention and success (Goal 1), equity (Goal 2), and student enrollment (Goal 3). Program personnel reflect on the outcomes and develop plans to improve access and success. Furthermore, the College's Master Plans are formed to achieve the College's mission. The format of the Educational Master Plan (IA2-03), as well as the other master plans (IA2-04), are linked to the four strategic goals through "data/underlying factors," to objectives, action items, and evaluation targets. The Strategic Plan Scorecard published online provides easy and instant access to data that reveal whether the College is accomplishing its Mission in alignment with institutional plans and whether the Mission directs institutional priorities in meeting the educational needs of students (IA2-05).

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

Evidence of Meeting the Standard

- The General Catalog contains descriptions of each program and service offered by the College. Each program and service as described is aligned with at least one component of the college mission (IA3-01).
- The four strategic goals in the college mission guide the objectives in the college's institutional plans:
    - Strategic Plan 2019-2025 (IA3-02, pp. 13-14)
    - Educational Master Plan 2020-2026 (IA3-03, pp. 10-20)
    - Technology Master Plan 2020-2025 (IA3-04, p. 2)
    - Facilities Master Plan Update 2022 (IA3-05, p. 13)
- The Governance Policy Handbook delineates the college's decision-making, planning,

resource allocation, and program review processes and how these processes ensure that institutional decision-making is aligned with college mission (IA2-01, pp. 26-27)
- The mission itself includes institutional goals for student learning and achievement in the Educational Master Plan (IA3-03, p. 1, goals 1 and 2).

Analysis and Evaluation

The College's programs and services align with the college mission's commitment to advancing student learning and achievement. Indeed, from its degree and certificate programs to the vast array of services, the General Catalog describes a comprehensive set of instructional programs and support services designed to help students achieve their educational goals, which aligns with the College Mission (IA3-01).

The Mission includes four broad strategic goals for student success, student equity, access and institutional effectiveness, which serve as the guide for specific objectives within the college's institutional plans (IA3-02, IA3-03, IA3-04, IA3-05). For example, for each strategic goal of the Mission, the Strategic Plan identified a set of objectives for implementation that also align with State and District plans for advancing student learning and achievement.

There are well-established processes for decision-making, planning, resource allocation, and evaluation to ensure its programs and services align with the college mission. For example, the processes for resource allocation incorporate requests for positions, budget augmentations or facilities are included in the annual program review process. The program review self-evaluation and annual updates requires that college departments and units assess their progress implementing activities in alignment with the strategic plan. The scope of the program review self-evaluation has been broadened to incorporate student input and linkages to activities to support equity in student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

- The Mission, Goals, Vision, and Values of ELAC are visible in the following places:
  - College website (IA1-01)
  - Page 10 of the General Catalog (IA1-02)
  - Posted in locations throughout the campus (IA4-01)
- The 5th edition of the Governance Policy Handbook is relevant to the Mission in the following ways (IA2-01):
  - The Mission, Vision, and Values are leading statements in the Handbook (pp. 1-3).
  - It identifies the Strategic Planning Committee as responsible for reviewing and updating the Mission based off an annual timeline (p. 28).
- The current Mission, Goals, and Vision were approved in 2015 as a part of the strategic planning process and documented in the 2016 Institutional Self-Evaluation Report

(IA4-02, pp. 92-93)
- The Mission Statement was the subject of deliberations at the ELAC Shared Governance Council on October 28, 2019 during the approval of the 2019-2025 Strategic Plan (IA4-03).
- The Strategic Planning Committee most recently reviewed the Mission Statement on October 26, 2021 (IA4-04).

Analysis and Evaluation

The Mission, Goals, Vision, and Values are widely published and serve as guiding principles for planning and operations at ELAC (IA1-01, IA1-02, IA4-01). They were established in 2015 (IA4-02) and have effectively guided the College in its educational programming and services for students. They accurately reflect the goals and spirit of the College.

The Governance Policy Handbook establishes the schedule and responsible parties for review of the Mission (IA2-01). Although the Mission has not been reviewed each year according to the Planning Calendar, it nevertheless describes the strategic intents of the College and animates deliberations, such as during the ELAC Shared Governance Council's approval of the update to the Strategic Plan. These intents have not changed in recent years, so the College has not updated its Mission since its last revision in 2015. However, it was discussed at the Shared Governance Council as a part of the approval process for the 2019-2025 Strategic Plan on October 28, 2019 (IA4-03). Most recently, the Mission was reviewed and discussed by the Strategic Plan Committee on October 26, 2021 (IA4-04).

Conclusions on Standard I.A. Mission

East Los Angeles College demonstrates commitment to the four goals of its Mission, which include student learning and student achievement. The Mission guides all planning and decision-making efforts for the College with the analysis of relevant data. Continuous and systematic cycles of evaluation, both short-term and long-term, are in place to review and improve the quality of educational programs and services with integrity.

Evidence List

IA1-01 College website
IA1-02 General Catalog (p. 10)
IA2-01 5th edition of the Governance Policy Handbook (pp. 1, 24-28, 55-294)
IA2-02 ELAC Strategic Plan 2019-2025(pp. 6, 10-11, 16-18)
IA2-03 Educational Master Plan (p. 6)
IA2-04 Technology Master Plan (p. 4)
IA2-05 Strategic Plan Scorecard
IA3-01 General Catalog
IA3-02 Strategic Plan (pp. 13-14)
IA3-03 Educational Master Plan (pp. 1, 10-20)
IA3-04 Technology Master Plan (p. 2)
IA3-05 Facilities Master Plan Update (p. 13)

IA4-01 Location photo
IA4-02 2016 Institutional Self-Evaluation Report (pp. 92-93)
IA4-03 ELAC Shared Governance Council October 28, 2019 Minutes
IA4-04 Strategic Plan Committee October 26, 2021 Minutes

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

- The introductory remarks (Instructions) of the Program Review Self-Evaluation template include the expectations that departments will engage in dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement (IB1-01).
- The Annual Update Plans template instructions also include the same expectations for dialog (IB1-02).
- The ELAC Student Equity Plan reflects ELAC's commitment to student equity (IB1-03).
- The slide deck from a Professional Development Office presentation on "Equity-Minded Program Development" illustrates that ELAC's Teaching and Learning series comprises workshops on student equity and aligns with ELAC's equity initiatives (IB1-04).
- The Bylaws of the Learning Assessment Committee show that the Committee ensures that dialog on outcomes and the equity, quality, and effectiveness of assessment is occurring across the campus (IB1-05).
- Closing Day Agenda include discussions at the end of each academic year focusing on summative analysis of learning outcomes data. Faculty, staff, and administrators from all programs and services participate in these discussions (IB1-06).
- The Learning Assessment Office produces print reports (IB1-07) and video reports (IB1-071) on the progress of the learning outcomes initiatives campus wide.
- The notes from a workshop presented by the Learning Assessment Office provide an example of dialogue opportunities throughout each semester on assessment topics, such as equity in assessment (IB1-08).
- SLO Facilitators from academic departments participate annually in training workshops on equitable assessment procedures (IB1-09).
- Dialogue on quality and effectiveness results in recommendations to the Academic Senate for improving the assessment process, as shown in Senate policy adoptions (IB1-10).
- The 10 Grand Challenges in Assessment is an ELAC initiative that encourages collaboration, dialogue, and the increased involvement of all constituents in the transformational changes in teaching, learning, and assessment necessary to reach the goals of continuous improvement of equitable student learning and achievement (IB1-11).

Analysis and Evaluation

The learning outcomes assessment process at ELAC prescribes substantive dialogue, mainly

through program review. Annually, faculty and staff in departments and programs use the Program Review Self-Evaluation (IB1-01) or the Annual Update Plan (IB1-02) as an opportunity to describe the changes, determined through outcomes assessment, which have been or are going to be implemented to increase student success. With a focus on how the discipline PLOs align with real-world skills, each department or unit discusses learning outcomes data and student achievement data and the data's implications for program and service improvements. The data are readily available in eLumen and in the disaggregated data dashboards provided by the Office of Institutional Effectiveness and Assessment (OIEA). Within various program review and annual update templates, student service, support, and administrative services units discuss the equity and effectiveness of how their efforts impact student success and connect to the ELAC Student Equity Plan (IB1-03). The Professional Development Office supports these efforts with workshops and trainings, such as "Equity-Minded Program Development at ELAC" (IB1-04), providing more opportunities for faculty, staff, and administrators to reflect on issues of student learning and achievement, equity, and academic quality.

The College demonstrates a sustained, substantive, and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The Bylaws of the Learning Assessment Committee (LAC) and its Mission state that through the implementation of a unique and innovative assessment program based on measures of Student Learning Outcomes at all levels (SLOs), Student Services Outcomes (SSOs), and Administrative Service Unit Outcomes (AUOs), the College seeks to increase rates of success in student preparation, retention, transfer, and graduation for its multicultural community with educationally diverse needs (IB1-05). At the end of each academic year, the LAC hosts Closing Day discussions, inviting representatives from across campus to analyze Institutional and General Education Learning Outcomes (IGELOs) data and their implications for making improvements to the next year's assessment endeavors (IB1-06). The LAC also maintains a robust, sustained, and substantive collegial dialogue about student outcomes by fostering intra-departmental conversations on student learning, including dissemination of regular reports on the progress of the CLO and PLO process campus-wide (IB1-07, IB1-071); The LAC also fosters conversations on equitable assessment by creating workshop opportunities on culturally responsive teaching and learning on Opening Day (IB1-09), Closing Day (IB1-06), and throughout each semester (IB1-08). The LAC also encourages dialogue on quality and effectiveness by making recommendations to academic senate for improving the assessment process (IB1-10).

The 10 Grand Challenges in Assessment are designed by the LAC to help the College focus on what to assess and how to assess the Vision for Success initiatives, Guided Pathways, and our Diversity, Equity, and Inclusion goals (IB1-11). Meeting the demands of all ten challenges requires collaboration, dialogue, and getting faculty more involved than ever in the transformational changes in teaching, learning, and assessment brought forth by the challenges. The steps ELAC has implemented in Grand Challenge #9 (Massive Data) have made institutional data easily accessible for discussion and analysis and have led to sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

- All student learning outcomes are published on the College website (IB2-01).
- The student learning outcomes for all instructional programs, also known as Program Learning Outcomes (PLOs), have been defined and are published in the General Catalog (IB2-02, pp. 101-12) and on the College website (IB2-03).
- Student learning outcomes for student and learning support services (SSOs) have been defined and are also published on the College website (IB2-04).
- The Academic Senate policy on Definition of Program requires that all programs of study and service programs have identified student learning outcomes and that these program-level outcomes be assessed and evaluated as part of the program review process (IB2-05).
- The Program Review Self-Evaluation (PRSE) for CalWorks program provides an example of SSO assessment analysis (IB2-06, highlighted portion).
- The PRSE for the Psychology program provides an example of periodic PLO assessment analysis in an instructional program (IB2-07, highlighted portion).
- The 2020 and 2021 Annual Update Plans (AUPs) for the Anthropology program provide examples of annual PLO assessment analysis in an instructional program (IB2-080 and IB2-081, highlighted portions).
- The Learning Assessment Committee established a Department Assessment Plan Intervention procedure for departments that do not complete their assessment obligations (IB2-09).

Analysis and Evaluation

Learning outcomes have been established for 100% of the College's instructional programs and student learning and support services. The student learning outcomes for all instructional programs (PLOs) and student and learning support services (SSOs) are accessible on the College's website (IB2-01, IB2-03, IB2-04). Program Learning Outcomes (PLOs) are also listed in the College Catalog (IB2-02) so that students and other inquirers may know what to expect from each program.

Faculty in each program are responsible for developing and implementing assessment methods that are appropriate to each PLO. Assessment results are collected each semester and then analyzed yearly in each department's Annual Update Plan (AUP) and in the Program Review and Self-Evaluation report (PRSE), which is produced once every six years to coincide with the institutional strategic planning process.

Assessment methods of SSOs vary among the student learning and support services. Some departments such as the Library, Counseling and First Year Center engage in quantitative assessment and follow an assessment cycle similar to the instructional departments' AUP and PRSE cycle. Other student support services assess their outcomes using qualitative data in which success of SSOs is analyzed and documented in an Action Plan in eLumen. All learning

and student support services report their outcomes and assessment progress/status in the AUP and PRSE.

In sum, the institution engages in systematic and regular review of its instructional and student support services through semesterly assessments and periodic progress and participation reports. If a department falls behind and fails to assess learning outcomes and produce the subsequent report, the LAC follows up with immediate assistance and intervention procedures to help them get back on track.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

- The Office of Institutional Effectiveness and Assessment publishes data related to institution-set standards on the Institution-Set Standards webpage (IB3-01).
- The Institution-Set Standards (ISS) are categorized into eight criteria (IB3-02):
    1. Average units accumulated by all associate degree earners
    2. Course retention
    3. Course success
    4. Number of certificates conferred
    5. Number of degrees conferred
    6. Number of university transfers
    7. Percentage of graduates/completers who obtain a job closely related to their field of study
    8. Retained from fall to spring
- The Institution-Set Standards Dashboard presents annual data for each of the eight standards (IB3-03).
- The eight standards above were approved by ELAC Shared Governance Council at its January 2021 meeting (IB3-04, pp. 4-5).
- The latest institutional Strategic Plan contains an analysis of the College's performance on these standards, as well as analysis of other metrics of student performance (IB3-05, pp. 54-67).
- Each of the College's disciplines and programs have established Program-Set Standards, which are published by OIEA on the Program and Discipline Set Standards webpage (IB3-06). Each program has set their own standards for the following three criteria:
    1. Course retention (IB3-061)
    2. Course success (IB3-062)
    3. Awards conferred (IB3-063) (degrees and certificates)
- The template for each instructional program's Annual Update Plans (AUP) (IB3-07) requires that the department analyze their data against these standards and to devise improvement plans should they fall below their own standards.
- In addition to Institution-Set Standards, the College has established local goals (i.e., aspirational targets) in alignment with the California Community College Chancellor's Office's Vision for Success (IB3-08).

Analysis and Evaluation

The Institution has set standards for the eight metrics listed above (IB3-01), which measure the College's achievement of its mission of student success, equity, access, and accountability and of its performance on the statewide Vision for Success initiative. In Spring 2013, the Accreditation Response Group proposed performance standards for six measures of student achievement based on data requirements for the ACCJC Annual Reports. The latest iteration of institution-set standards (ISS), comprising eight metrics, was approved by the Academic Senate in December 2020 and by the ELAC Shared Governance Council in January 2021, as reflected in their minutes (IB3-04, pp. 4-5). The two newest metrics—average units accumulated by degree earners and the percentage of students who persist from fall to spring—help the College understand its performance on Vision for Success criteria.

Data for these metrics are collected annually and reported via the College's data dashboard. A dashboard specifically for ISS is publicly available online (IB3-03). The Strategic Planning Committee review and analyze these data in the College's Strategic Plan and use them to recommend improvements and action plans. Individual departments also use the ISS when they analyze their own student achievement data for their programs. In addition to ISS, each program has also determined its own performance standards/expectations on three of the ISS metrics. Student performance on program-set standards is analyzed ever Fall semester as part of each department's program review processes, i.e., PRSE and AUP (IB3-06). When departments fall below their standards, they create action plans and request resources, which are intended to improve student performance and which are documented in the PRSE and AUP.

Data regarding the Institution-Set Standards can be found in Section B of this ISER. In addition to institution-set standards, which are the floors below which the College does not want to fall, East Los Angeles College has also established aspirational targets to be achieved in alignment with the California Community College Chancellor's Office's Vision for Success (IB3-08). These targets were created and approved as part of the College's 2019-2025 Strategic Plan development process.

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

Evidence of Meeting the Standard

- The Governance Policy Handbook summarizes how the College utilizes its program review processes, including the use of assessment data, to develop and implement plans designed to improve student learning and achievement (IB4-01, p. 25).
- The Assessment Handbook provides information on ELAC's policies and practices regarding assessment of student learning, including a SLO Philosophy (pp. 4-5), identification of persons responsible (pp. 7, 19-22, 25-27), and instructions regarding assessment cycles (pp. 8-11)—all this as a guide for using assessment data and to organize processes that support student learning and student achievement (IB4-02).
- The College uses assessment data in Program Review (both PRSE and AUP), which is an institutional process that supports student learning and student achievement. The excerpt from the Math department PRSE illustrates departments' use of data and the

resulting plans that support student learning (IB4-03, highlighted sections).

- The sample AUP from the Psychology Department (IB4-04, highlighted sections) illustrates that the College analyzes and uses assessment data annually to reflect on program effectiveness.

Analysis and Evaluation

The Governance Policy Handbook (2021) explains the importance of the College's program review processes:

> The Program Review and Annual Update processes are essential to summative and formative evaluation cycles. Program Review substantiates the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. . .. the Program Review Self-Evaluation and Annual Update Plans utilize Student Learning Outcomes to assess the degree to which departments and programs are working to improve the student learning process and create improvements in student outcomes. Annual Update Plans are completed between comprehensive reviews to determine the progress made in responding to Program Review Self-Evaluation recommendations and the program or department's own unit goals. The Annual Update Plans serve as the basis for resource allocation decisions, such as hiring of new faculty and staff, purchase of new equipment, and increases or decreases to a unit's base budget. The Program Review Self-Evaluation and Annual Update Plans provide essential data in the development, implementation, and evaluative planning processes (IB4-01, p. 25).

To assist faculty and staff with the program review process, the Learning Assessment Committee developed an Assessment Handbook to provide guidance on how departments should fold learning outcomes assessment into their PRSE and AUP (IB4-02). An important element of the assessment structure is the role of the SLO facilitator. As noted in the Assessment Handbook, every department selects at least one SLO facilitator. By forging strong relationships with members of their departments, SLO facilitators ensure substantive meetings about SLOs are held frequently to discuss assessment results. They help faculty write reflections embedded in the PRSE and AUP, which culminate in Action Plans designed to improve the classroom experience and increase student achievement. SLO Department Facilitators also ensure the disaggregated data from all levels of assessment are analyzed for equity gaps and trends, and they make the results of course learning outcomes assessment, including faculty and student observations, available to the department lead for use in the program review process.

Chairs and directors complete the Program Review Self Evaluation and Annual Update Plans, connecting assessment data and student achievement data to action plans, including but not limited to developing new curriculum or revising current curriculum, exploring innovative instructional design, augmenting learning support services, and requesting resources.

The Math department's PRSE effectively responds to the questions as the form was designed (IB4-03). Their responses demonstrate how the College uses assessment data in program evaluation and planning. Departments review program effectiveness by also analyzing course

retention and success data by ethnicity and gender in the Course Equity Dashboard (IB4-05). If there are equity gaps across assessment results, course retention rates, and course success rates, they discuss strategies that the department will implement to close these gaps. They discuss course completion, gender equity, ethnic equity, program completion, time to completion, completion equity gaps, and other data. This is especially evident where assessment of learning outcomes is specifically addressed.

Similarly, the Psychology Department's AUP illustrates how the College, through its departments, uses assessment data every year (IB4-04).

Institutional Effectiveness

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

Evidence of Meeting the Standard

- Program review is accomplished in two forms: formative assessment in the form of Annual Update Plans (AUP) and summative assessment in the form of Program Review and Self-Evaluation (PRSE), which culminates at the end of a seven-year cycle. Instructions for PRSE and AUP remind faculty that the purpose of program review is "to provide a venue through which the college can evaluate its programs in relationship to the College Mission, Strategic Goals, and priorities" (IB5-01).
- The template for PRSE requires that each department review data related to the various elements within the College's mission, analyzing and evaluating both quantitative and qualitative data (IB5-02).
- Sample PRSEs demonstrate how various departments analyze and understand their contributions to the College's mission, through extensive data analysis and evaluation, and establishing and evaluating goals and objectives (IB5-03, IB5-04, IB5-05).
- The Governance Policy Handbook (IB5-06):
    - Establishes the role of the Program Review and Viability Committee, one of whose responsibilities is to "assess the contribution that each unit is making toward fulfilling the College's plans, mission, and vision" (p. 56).
    - Presents the "ELAC Planning Process Map" (p. 60), a pictograph that illustrates how the College Mission guides the College Strategic Plan, which guides the three master plans, which are implemented via programs and departments, who conduct Program Review Self-Evaluation (PRSE), whose data and conclusions are summarized in the College Annual Report, which reports institutional data on student need and student achievement, which demonstrate how well the College is accomplishing its mission and goals and which inform the next iteration of the College Strategic Plan. And the cycle continues.
- Specific month-to-month details of the PRSE process are presented on page 65 of the Governance Policy Handbook, and include reviews by the master planning committees (Educational Planning, Facilities Planning, and Technology Planning) to determine if data and the analysis in PRSE provide useful information for the master plans.

- The ELAC Data Dashboard includes reports that disaggregate student learning and student achievement data by program and by modality (IB5-07).

Analysis and Evaluation

Program Review is the primary vehicle through which the College assesses accomplishment of its mission. The program review process promotes a self-reflective evaluation of programs so that faculty can identify programmatic successes within their disciplines, identify areas in need of improvement, and establish departmental goals for enhanced programmatic and student success (IB5-01). Program Review Self-Evaluation (PRSE) and Annual Update Plans (AUP) information is available to the public on the website for ELAC's Office of Institutional Effectiveness and Assessment.

A review of the PRSE and AUP template shows that the data analysis contained within PRSE and AUP coincide directly with ELAC's mission and goals, the key features of which are student success (Goal 1), equity (Goal 2), community presence and access (Goal 3), institutional effectiveness (Goal 4), and completion outcomes: degrees, certificates, transfer, and job placement (IB5-02). In the template document, student success sections are highlighted in yellow, equity sections in purple, community presence and access sections in orange, institutional effectiveness discussions in blue, and completion data in green.

In the PRSE samples from the Architecture Department (IB5-03), Learning Assistance Center (IB5-04), and Anthropology/Geography/Geology Department (IB5-05), student learning outcomes and student success metrics are presented and discussed (yellow highlights), likewise equity metrics and analysis (purple highlights), qualitative data and analysis on community presence and access (orange highlights), and data and discussion regarding completion outcomes (green highlights). As with all program reviews, the departmental reports are evaluated by the Program Review and Viability Committee (PRVC) and by the following committees—Educational Planning Subcommittee, Facilities Planning Subcommittee, Technology Planning Subcommittee, Strategic Planning Committee, Strategic Enrollment Management Committee, Learning Assessment Committee, Professional Development Committee, and Guided Pathways Committee (IB5-06, p. 65)—with an eye to how the data and analysis in individual programs have broader institutional implications regarding the College's mission and goals. The Learning Assessment Committee ensures that trending topics are addressed in assessment development workshops and messages to the campus community.

In sum, the program review process at ELAC is effective in assessing the College's accomplishment of its mission and goals. Data are analyzed and evaluated at the program or department level and lead to department-level goals, objectives, and action plans (IB5-07). These funnel upwards to institutional committees where broader implications of the departmental data and plans are analyzed and evaluated and lead to institutional plans devised to ensure that the College continues to accomplish its mission.

6. **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and**

other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

- The ELAC Data Dashboard webpage houses a number of data tools that disaggregate student learning and achievement data, retention data, and program completion data. These data are disaggregated by subpopulations of students, such as gender identity, race, and ethnicity (IB6-01).
- Each data set—course retention and success data (IB6-02), disproportionate impact data (IB6-03), and degree and certificate completion data (IB6-04)—has the capability to be disaggregated by subpopulations of students.
- Learning outcomes data are collected in E-Lumen, which creates SLO Performance Reports. The SLO Performance Report for the Biology program demonstrates how data for each PLO are disaggregated by gender, race, ethnicity, and other demographics (IB6-05).
- The Theatre Department PRSE exemplifies how departments set goals based on disaggregated student achievement data, identify performance gaps and implement strategies, including allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluate the efficacy of those strategies (IB6-06, pp. 7-12).
- The AUP for the First-Year Experience program demonstrates how one department evaluates past strategies, identifies performance gaps, and creates new objectives, identifying resource needs (human, technology, and facilities) and including some of these in resource allocation requests (IB6-07, pp. 2-4).

Analysis and Evaluation

The institution disaggregates and analyzes learning outcomes and achievement data for subpopulations of students using two platforms, E-Lumen and ELAC's Student Information System (SIS). In both cases, data collection begins at the course level. Learning outcomes data (i.e., assessment results for each student on a single learning outcome) are input into E-Lumen by individual instructors. Student achievement data (i.e., course grades for each) are collected in SIS when instructors submit grade rosters at the end of each term. The student achievement data are presented in disaggregated and aggregate forms in the various data dashboards listed above (IB6-01). These data dashboards are effective in providing a variety of lenses for looking at course and program data, student enrollment trends, and student performance. Learning outcomes data are disaggregated in the SLO Performance Reports in E-Lumen (IB6-05).

The Course Retention and Success data dashboard disaggregates the data by gender, ethnicity, and also term and modality (IB6-02). The Disproportionate Impact dashboard provides a course-by-course look at subpopulations and identifies those groups that are succeeding at rates that are statistically significantly lower than the average success rate (IB6-03). The Degrees and Certificates dashboard disaggregates degree and certificate completions by several demographics (IB6-04). These dashboards are extremely useful in that they can slice the data in multiple ways, providing the departments and the College with rich information to analyze.

The learning outcomes data in E-Lumen's SLO Performance Reports is disaggregated into

many subdivisions of subpopulations (IB6-05). For example, rather than provide data for the Asian subpopulation of students, the program disaggregates into further subdivisions: Asian-Pacific Islander, Asian-Cambodian, Asian-Chinese, Asian-Filipino, etc. Due to the many subdivisions, users of the program, primarily the SLO facilitators for the department, can combine data in ways that make sense for the department, regrouping the subdivisions within the subpopulations to provide a useful portrait of student performance on the learning outcomes.

The data are analyzed within the department. When achievement gaps are discovered within the data, faculty and/or staff within the department engage in robust conversations to plan changes to instruction or support services that will help close those gaps. The analysis and resulting plans are discussed and documented in PRSE and AUP, which guide departmental activity during the ensuing years. The PRSE for the Theater Department (IB6-06) provides an excellent example of a program's gap analysis leading to goals and action plans. Their efforts are particularly striking because their goal is not only to close achievement gaps through changes in instructional practices (see "Strategies to Address Equity Gaps," p. 7), but also to tackle equity gaps through consciousness-raising efforts like refocusing curriculum on matters of equity and justice (see "PLO Improvement Plan," p. 10, and "A Call to Action," p. 11).

Every unit on campus writes at least one report annually that discusses the disaggregated data found in SIS or in E-Lumen. The example AUP from the First Year Center demonstrates how a unit within Student Services has identified performance gaps and created strategies to mitigate those gaps, including requests for allocation or reallocation of human, technology, and other resources in order to accomplish those strategies (IB6-07). (In this example, the data analysis is highlighted in yellow, and the resulting resource requests are highlighted in green.) Through the AUP process, the data are revisited and analyzed each year to see if the strategies have made an impact on closing the gaps. And as noted in the analysis for Standard I.B.5, institutional planning committees review the data, the PRSEs, and the resource requests in order to develop institutional plans that will close the gaps more broadly across the whole College.

Chairs, SLO facilitators, and other interested department faculty are encouraged to meet with the Office of Institutional Effectiveness and Assessment (OIEA) or the Learning Assessment Office (LAO) during the preparation period of each AUP and PRSE, annually, to discuss student achievement patterns over several years of data and to learn how to link assessment data and resource requests. The LAO holds workshops throughout the academic year to discuss effective strategies to alleviate persistent equity gaps, and they hold on-going training for department SLO Facilitators in the use of eLumen to collect, disaggregate, and analyze data. OIEA staff also are available to train faculty and staff on the interpretation and use of data.

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

Evidence of Meeting the Standard

- The Governance Policy Handbook establishes policy and processes for the evaluation of policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes (IB7-01):
    - The Handbook explains the strategic seven-year planning and evaluation cycle (pp. 25-28).
    - The Handbook also explains how the Program Review and Self-Evaluation (PRSE) process is a key component of institutional evaluation (pp. 55-65).
    - The Handbook describes how the master plans and planning processes are evaluated (pp. 70-71).
- Evaluation of Board Policies is completed by the District Office of General Council. Evidence of this process is provided in Standard IV.C.7.
- ELAC Academic Senate Bylaws (IB7-02, highlighted portions) include information on the Senate's role in local policy development. Senate policies are available on the Senate's Policies webpage (IB7-03).
- The Faculty Ethics Policy illustrates that local policies are evaluated periodically and updated as needed (IB7-04).
- Governance and other committees evaluate themselves annually using a simple template (IB7-05).
- The self-evaluation and goals of the ELAC Shared Governance Committee (ESGC) illustrate how committees report their self-reflections (IB7-06). This process is described in greater detail in Standard IV.A.7.
- The 2019 survey results of the Annual Update Plans (formative program review) provide an example of the College evaluating one of its practices for effectiveness (IB7-07).
- The reporting template for PRSE is evaluated by users for its effectiveness before its release (IB7-08).
- The Educational Master Plan incorporates evaluation targets (IB7-09).
- Academic Senate approved the creation of a Policy Committee (IB7-10).

Analysis and Evaluation

The institution regularly evaluates its policies and practices across all areas of the institution, as thoroughly delineated in the Governance Policy Handbook, which serves as a guide for students, faculty, staff, and administrators who desire to be or are already involved in college planning and other campus-wide decisions (IB7-01). This handbook includes descriptions of college processes and policies, college committees, and a schedule (p. 28) of college planning, implementation, evaluation, and re-evaluation.

The college's cycle of Planning, Implementation, and Evaluation (PIE) is the core of the institution's planning efforts and provides a structure for long-term and operational decision-making. All college planning is conducted using evaluation cycles focused on continuous quality improvement for all instruction, student services, and administrative programs. ELAC engages in seven-year planning cycles in which the college progresses through phases of Planning, Implementation, and Evaluation (PIE). By incorporating formative evaluations into operational decision-making, ELAC ensures that these annual processes are subject to self-reflective examination on an ongoing basis and that lessons learned in one year or cycle contribute to improvements in the next. Data-informed measures and annual formative evaluations contribute to a summative evaluation of the strategic plan implementation at the end of its seven-year cycle. The link between the formative evaluations and summative evaluation ensures that continuous quality improvement is ongoing and is the driving force for revisions to the strategic plan. Through this model, the college ensures that all programs, as well as the college's governing and decision-making processes, are regularly and thoroughly evaluated.

The College is dedicated to continuous quality improvement that is built on a process of self-evaluation. Instructional programs, student and learning support services, resource management, and governance processes are evaluated to assure their effectiveness in supporting academic quality and accomplishment of mission. The college's PIE process includes evaluation components for all governance and planning. Evaluative processes are coordinated through the Office of Institutional Effectiveness and Advancement (OIEA) in conjunction with the college's planning committees. As a college invested in the shared governance process, ELAC has sought to develop and implement its planning agenda using representative committees, employing the skills and expertise of college faculty, administrators, staff, and students. The distinct roles of each committee are described in the Governance Handbook (IB7-01, pp. 28-33). Each year, using the Committee Self-Evaluation template, committees evaluate their effectiveness in contributing to academic quality and to the College's accomplishment of its mission.

The committees avidly support this PIE process by consistently assessing the need for recommendations, suggestions, and resolutions for innovative policies and procedures that will lead to greater student and institutional success. Their recommendations move up from committee through shared governance channels to institutional approval by ESGC, and then to implementation. For example, the Educational Planning Sub-Committee included in its Educational Master Plan 4 goals, with 19 objectives, divided into 45 action items (IB7-09), including *evaluation targets* with responsible parties and timelines for completion to achieve success.

The program review and self-evaluation (PRSE) process is evaluated for its effectiveness. OIEA surveys the campus for feedback on the PRSE process (IB7-07), asking specific questions to department leaders about the review experience, to discover ways that would make the process more efficient and effective. The PRSE template is also surveyed for clarity before its final release to ensure that the process, the questions, the length, and the perceived level of effectiveness of the form are useful to department leaders (IB7-08).

All in all, through the collaborations between the Office of Institutional Effectiveness and Assessment and various college committees, practices at the college are systematically evaluated for their effectiveness in supporting academic and institutional quality. Likewise, the various college committees review policies related to their purview to ensure that the policies continue to support academic and institutional quality and effectiveness. In order to assure a regular and systematic review of College policies, the Academic Senate approved the creation of a Policy Committee whose charge it will be to create and implement a process of regular policy and procedure review (IB7-10).

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

Evidence of Meeting the Standard

- The website for the Office of Institutional Effectiveness and Advancement (OIEA) (IB8-01) provides links to numerous reports of institutional evaluation, such as all planning documents and program reviews. It also includes a link to "Reports and Presentations" which comprise annual "ELAC Facts in Brief" (IB8-02) and slide decks from the President's past "State of the College" presentations" (IB8-03).
- The planning documents include evaluation and analysis of college and community data and use those analyses to set appropriate priorities.
    - Strategic Plan (IB8-04), evaluation pp. 11-67, priorities pp. 68-69
    - Educational Master Plan (IB8-05), evaluation p. 7, priorities pp. 10-20
    - Facilities Master Plan (IB8-06), evaluation pp. 6-9, priorities pp. 9-28
    - Technology Master Plan (IB8-07), evaluation pp. 7-12, priorities pp. 13-14
    - Student Equity Plan (IB8-08), evaluation and priorities blended throughout
- The SharePoint site for the Program Review and Viability Committee (IB8-09). provides links to all program reviews, both formative (AUP) and summative (PRSE).
- Closing Day presentations provide an opportunity for the campus community to review and discuss institutional outcomes assessment data (IB8-10) and departmental assessment participation data 2016 to 2019 (IB8-11).
- Twelve months of ELAC Shared Governance Committee (ESGC) agendas reveal that the Strategic Planning Committee, the three master planning subcommittees, and the Program Review and Viability Committee provide regular reports at monthly ESGC meetings. Their reports often include news of their evaluation efforts and progress on planning priorities (IB8-12).
- Agenda and minutes of ESGC also reveal that the plans listed above are vetted and approved by ESGC, which is composed of members from every constituent group on campus (IB8-13, IB8-14).
- OIEA has also created the Plan Alignment and Strategic Plan Scorecard, which links the objectives in each master plan to the goals and objectives of the Strategic Plan (IB8-15).

Analysis and Evaluation

ELAC broadly communicates the results of all its assessment and evaluation activities through

several venues.

The OIEA website provides open access to the most extensive data from assessments and evaluations of programs and services (IB8-01). On the OIEA homepage, one can find links to the data dashboards, to all program reviews, to institutional planning documents, and to other reports and documents. Program reviews (PRSE and AUP) are discussed in greater detail in Standard I.B.5.

The planning documents that can be found via the OIEA website include the College's Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, and Strategic Enrollment Management Plan (IB8-04, IB8-05, IB8-06, IB8-07, IB8-08). Each plan, except the Strategic Enrollment Management Plan, includes an evaluation of college data and community data, both quantitative and qualitative. These evaluative sections discuss strengths and weaknesses of the College's structures, systems, resources, policies, and practices and inspire the priorities and objectives that each plan has determined in order to move the College forward in achieving its mission.

Each of the institutional plans, including their evaluation of the data and their resulting priorities, is communicated and discussed with constituent groups and is voted on for approval at ELAC Shared Governance Council. Each of the planning committees or subcommittees provides monthly reports to ESGC of their activities (IB8-09, IB8-12, IB8-13, IB8-14).

The OIEA website also provides "Facts in Brief" reports and the slide decks from the President's annual "State of the College" (IB8-02, IB8-03). These presentations are intended for general audiences. They provide broad brushstroke evaluations of institutional strengths and challenges, and they summarize the priority agenda for college activities that will help the College achieve its mission.

With the help of OIEA, the College aptly sets priorities, and the Plan Alignment and Strategic Plan Scorecard shows how the goals and objectives of the College's plans are linked (IB8-15). This tool also provides a way to monitor progress across Strategic Plan metrics and the goals. The data are used to assess, revise, and improve the measures over the life of the Strategic Plan and to ensure the college is collectively accountable in meeting the needs of students and the community. The Learning Assessment Team has already been accomplishing considerable work in the dissemination of outcomes assessment that it plans to expand on those initiatives, as detailed in the improvement plan at the end of the section (IB8-10, IB8-11).

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

- The 5th edition of the Governance Policy Handbook establishes the College's evaluation

and planning processes, both in the short- and long-term (IB9-01, pp. 22-33):

- The Strategic Plan guides the development of all the other institutional plans (IB9-02), such as:
    - Educational Master Plan (IB9-03)
    - Technology Master Plan (IB9-04)
    - Facilities Master Plan Update (IB9-05)

Analysis and Evaluation

The institution engages in continuous, broad-based, systematic evaluation and planning that aligns with the program review cycle and the cycle of accreditation. Within the last year, the Governance Policy Handbook has also undergone an update. The Governance Policy Handbook (GPH) describes the planning processes for the College in detail (IB9-01). The District Planning Integrations section (p. 24) outlines College evaluation and planning in alignment with District planning goals. The GPH also establishes a calendar and timeline for regular evaluation and review (pp. 26-28). Both short- and long-term planning are addressed by the Annual Update Plan and the Program Review Self-Evaluation, which are a part of a summative/formative evaluation model that takes place over a seven-year cycle. Departments and units utilize these evaluative measures to align their work with the College Mission and their evaluation can then be used as a basis for resource allocation, such as hiring new personnel or budget augmentation requests.

The GPH also establishes the roles of the Strategic Planning Committee and its subcommittees in developing various institutional plans (pp. 28-33): The Strategic Plan functions as the central planning document for the College and is used to guide the development of the Educational Master Plan (EMP), Facilities Master Plan (FMP), and Technology Master Plan (TMP) (IB9-02). The EMP, produced by the Educational Planning Subcommittee (EPSC), guides planning related to educational programs and objectives (IB9-03). The TMP, produced by the Technology Planning Subcommittee (TPSC), guides planning around educational technology and related infrastructure (IB9-04). The FMP, produced by the Facilities Planning Subcommittee (FPSC), guides planning related to the College's physical space and infrastructure (IB9-05). The Program Review and Viability Committee and the Budget Committee are tasked with the oversight of evaluating College departments, units, and clusters, and with distributing human, physical, technology, and financial resources based on the short- and long-range needs for educational programs and services in alignment with the aforementioned institutional plans.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The College demonstrates strong commitment to its student-centered mission. The evidence and analysis above demonstrate that the College is thoroughly engaged in analysis of data, evaluation of programs and services through program review, dialogue on continuous quality improvement, and integrated planning. Using analyses of quantitative and qualitative data, the College continuously and systematically evaluates its programs and services, plans improvements, implements the changes, and improves the quality of its educational programs and services.

The College has systematically developed standards for student achievement and utilizes assessment data and student achievement data, disaggregated by demographic groups, program types, and delivery modes, to determine the quality and effectiveness of all programs and support services and to alleviate equity gaps.

However, in completing this institutional self-evaluation, the College discovered that it can improve its review of local policies and processes by creating a cycle of review to ensure that policies and procedures continue to meet the needs of the institution as it evolves.

Improvement Plan(s)

The Academic Senate approved the establishment of a Policy Committee in April 2022 and will follow its procedures for the creation and implementation of a standing committee, including the development of a mission and by-laws in the 2022-2023 academic year (I.B.7).

Evidence List

IB1-01 Program Review Self-Evaluation Template
IB1-02 Annual Update Plans Template Instructions
IB1-03 ELAC Student Equity Plan
IB1-04 Equity-Minded Program Development Presentation
IB1-05 Learning Assessment Committee Bylaws
IB1-06 2018 Closing Day Agenda
IB1-07 Learning Assessment Office Print Reports
IB1-071 Learning Assessment Office Video Reports
IB1-08 Learning Assessment Office workshop notes
IB1-09 August 26, 2020 SLO Facilitator Orientation Notes
IB1-10 Learning Assessment-related Policy Adoptions
IB1-11 The 10 Grand Challenges in Assessment

IB2-01 SLOs on College Website
IB2-02 General Catalog, pp. 101-12
IB2-03 PLOs on College Website
IB2-04 SSOs on College Website
IB2-05 Academic Senate Policy on Definition of Program
IB2-06 CalWorks Program Review Self-Evaluation (PRSE)
IB2-07 Psychology PRSE
IB2-080 2020 Annual Update Plan (AUP) for Anthropology
IB2-081 2021 AUP for Anthropology
IB2-09 Learning Assessment Committee Department Assessment Plan Intervention Procedure

IB3-01 OIEA Webpage
IB3-02 Institution-Set Standards Definitions
IB3-03 Institution-Set Standards Dashboard
IB3-04 ESGC January 2021 Minutes
IB3-05 Strategic Plan 2019-2025
IB3-06 OIEA Program and Discipline Set Standards Webpage
IB3-061 Course Retention Standards

IB3-062 Course Success Standards
IB3-063 Program Award Standards
IB3-07 PRSE Template
IB3-08 Vision for Success Local Goals

IB4-01 Governance Policy Handbook, p. 25
IB4-02 The Assessment Handbook
IB4-03 Math PRSE
IB4-04 Psychology AUP

IB5-01 Instructions for PRSE and AUP
IB5-02 PRSE Template
IB5-03 Architecture PRSE
IB5-04 Learning Assistance Center PRSE
IB5-05 Anthropology, Geography, and Geology PRSE
IB5-06 Governance Policy Handbook
IB5-07 ELAC Data Dashboard

IB6-01 ELAC Data Dashboard Webpage
IB6-02 Course Retention and Success Data
IB6-03 Disproportionate Impact Data
IB6-04 Degree and Certificate Completion Data
IB6-05 SLO Performance Report for Biology
IB6-06 Theatre Department PRSE
IB6-07 First-Year Experience Program AUP

IB7-01 Governance Policy Handbook
IB7-02 ELAC Academic Senate Bylaws
IB7-03 Senate's Policies Webpage
IB7-04 Faculty Ethics Policy
IB7-05 Committee Self-Evaluation Template
IB7-06 ELAC Shared Governance Council Committee Self-Evaluation Form
IB7-07 2019 Survey Results of Annual Update Plans
IB7-08 PRSE Template Feedback
IB7-09 Educational Master Plan
IB7-10 Senate April 22, 2022 Minutes

IB8-01 OIEA Website
IB8-02 ELAC Facts and Brief
IB8-03 Past "State of the College" Presentations
IB8-04 Strategic Plan, pp. 11-67, 68-69
IB8-05 Educational Master Plan, pp. 7, 10-20
IB8-06 Facilities Master Plan, pp. 6-9, 9-28
IB8-07 Technology Master Plan, 7-12, 13-14
IB8-08 Student Equity Plan
IB8-09 Program Review and Viability Committee SharePoint

IB8-10 ELAC ILO Success May 2020
IB8-11 Learning Outcomes Assessment Report Card 2016 to 2019
IB8-12 ELAC Shared Governance Committee (ESGC) Agendas
IB8-13 ESGC Agendas/Minutes
IB8-14 ESGC Agendas/Minutes
IB8-15 Plan Alignment and Strategic Plan Scorecard

IB9-01 Governance Policy Handbook, pp. 22-33
IB9-02 Strategic Plan
IB9-03 Educational Master Plan
IB9-04 Technology Master Plan
IB9-05 Facilities Master Plan Update

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

- The General Catalog documents information related to the Mission, learning outcomes, educational programs, and student support services (IC1-01):
    - Accreditation (inside cover page)
    - Mission Statement (p. 11)
    - Student Support Services (pp. 50-59, 76-82)
    - Learning Outcomes (pp. 105-117)
    - Educational Programs (pp. 123-395)
- The College website also provides information related to the Mission, educational programs, learning outcomes, student support services, and accreditation (IC1-02).
- Administration has issued reminder memos to respective departments/units to maintain currency of any information online (IC1-03).
- The District has started an initiative to modernize foundational technologies and standardize websites across all nine Colleges (IC1-04).

Analysis and Evaluation

The General Catalog is one of the primary sources of information about the College. It is produced in printed form and posted on the college website. The online edition is updated throughout the year. The college mission statement, program learning outcomes, educational programs, and student support services are all explained in accurate detail (IC1-01). The General Catalog is reviewed by the Catalog Committee, which is a shared governance committee comprised of the Curriculum Chair, Articulation Officer, Curriculum Dean, Scheduler, and Graphic Artist. The committee's role is to compile, correct, and review the annual catalog, relying on input from departments and programs from throughout the college as well as thorough fact checking. This annual process assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

Accreditation status is also noted on the inside front cover of the General Catalog, and individual program accreditations are noted in the appropriate department sections of the Catalog where applicable. Further details regarding these sections are included in the analysis of Standard I.C.13.

The website serves as another major source of information about the College, and the main navigation menu includes links that lead to more information on the Mission, academic

programs, learning outcomes, accreditation, and student support services (IC1-02). To ensure the accuracy and integrity of the information, the Vice Presidents of Liberal Arts and Sciences and Student Services issued reminders in October 2021 to the departments/units under their supervision to update and verify all online information (IC1-03).

Also, in February 2021, the District announced that they are undertaking an initiative to standardize website access, intranet, and navigation across all nine Colleges to support faculty and staff as well as provide the best user experience for students (IC1-04).

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

- The General Catalog contains all the required information listed below (IC1-01):
    - Official Name, Address, Telephone Number, and Website Address of the Institution (p. 2 pre-contents)
    - Mission (p. 11)
    - Representation of Accredited Status with ACCJC, and with Programmatic Accreditors (p. 2 pre-contents)
    - Course, Program, and Degree Offerings (pp. 123-395)
    - Learning Outcomes for Programs and Degrees (pp. 105-117)
    - Academic Calendar (p. 8)
    - Academic Freedom Statement (p. 11)
    - Student Financial Aid information (pp. 34-35)
    - Student support services (pp. 50-59)
    - Learning support resources and programs (pp. 76-82)
    - Names and Degrees of Administrators and Faculty (pp. 400-414)
    - Names of Governing Board Members (p. 2 (pre-contents))
- Requirements
    - Admissions requirements and processes (pp. 19-27)
    - Student tuition, fees, and other financial obligations (pp. 24-25)
    - Degrees, certificates, graduation and transfer requirements (pp. 83-99)
- Major Policies and Procedures Affecting Students
    - Academic Regulations, Including Academic Honesty (p. 60)
    - Nondiscrimination (p. 13)
    - Acceptance and Transfer of Credits (pp. 64-73)
    - Transcripts (p. 63)
    - Grievance and Complaint Procedures (p. 32)
    - Sexual Harassment (pp. 13-14)
    - Refund of Fees (p. 25)

Analysis and Evaluation

The College maintains a General Catalog in a printed (updated annually) and online (updated

regularly) format. The Catalog is updated with precise accurate and current information on all facts, requirements, policies, and procedures, as demonstrated by the evidence listed above (IC1-01).

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

- Annual Update Plans (AUPs) include an analysis of Program Learning Outcomes (PLOs) and are publicly accessible through the Program Review and Viability Committee's SharePoint site (IC3-01).
- The Educational Planning Subcommittee (EPSC), in which student achievement information is discussed, includes student representation in its bylaws (IC3-02). Example discussions include meetings that took place on:
    - April 20, 2021 (IC3-03)
    - October 19, 2021 (IC3-04)
- The Office of Institutional Effectiveness and Advancement (OIEA) maintains a website with public data dashboards that includes student achievement data and other metrics (IC3-05).

Analysis and Evaluation

As a part of the College's evaluation process, department/units complete AUPs that include the analysis of PLOs. AUPs are archived through the Program Review and Viability Committee's SharePoint site set up by the District. The public has access to current and past AUPs (IC3-01).

Evaluation of student achievement is also discussed in the Educational Planning Subcommittee (EPSC), which includes representatives from different constituencies like the Associated Student Union (IC3-02). In these meetings, there has been discussion around student achievement data. For example, in April 2021, EPSC discussed DE achievement data (IC3-03). On October 19, 2021, student success data and OIEA dashboards were introduced (IC3-04). Those dashboards were subsequently made publicly accessible through the OIEA website. Dashboards provide accessible information on evaluation of student achievement data, such as course retention success, course equity (such as disproportionate impact), and degrees and certificates conferred (IC3-05).

Communications regarding the assessment of student learning, particularly learning outcomes, is also undertaken by the Learning Assessment Office. Details are included in the analysis of Standard I.B.8.

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

Evidence of Meeting the Standard

- The General Catalog describes (IC1-01):
    - Descriptions of all degree and certificate programs, organized alphabetically by department or discipline (pp. 123-395).
    - Expected learning outcomes of each program are presented separately in the Catalog (pp. 105-117).
- Course requirements for degrees and certificates are also listed in Guided Pathways CAP webpages (IC4-01).

Analysis and Evaluation

The College describes its degree and certificate programs in great detail in the General Catalog (IC1-01). Each program description presents information on the purpose and content of the program; possible career and university transfer options; lists of required core courses, major course options, and recommended electives; and course descriptions. The expected learning outcomes for each program are also presented in the catalog in a separate section.

The program information contained in the Catalog and on the College website is designed to be the most useful for helping students explore their educational options. The information provides clear guides for how students can achieve their degree, certificate, or transfer goals. In addition, the Career and Academic Pathways (CAP) program maps provide semester-by-semester guidance on course sequencing to help students plan their schedules efficiently so that they can achieve their goals in the most reasonable and shortest timeframe possible. The CAP program maps provide a clear indication of how long it may take a student to complete their educational goals (IC4-01).

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

Evidence of Meeting the Standard

- The regular review of policies, procedures, and publications by various committees, including the development of recommendations for institutional policies and procedures is documented in planning, implementation, and action sections of the Governance Policy Handbook (IC5-01, pp. 20-54)
- The Governance Policy Handbook, which guides the College's planning and evaluation processes, was revised and approved by Shared Governance Council on February 28, 2022 (IC5-02).

Analysis and Evaluation

The College's comprehensive and collective shared governance structure allows for diverse

input on the development of institutional policies and procedures. The College's various shared governance committees review institutional policies, procedures, and publications as well as develop recommendations for institutional policies and procedures. Recommendations are then forwarded to the ELAC Shared Governance Committee and sometime the Academic Senate as detailed in the Governance Policy Handbook. The College does employ a regular review of publications utilizing the District Planning Goals to guide the development of its own planning agenda. The College also produces four planning documents, which are formally revised on a seven-year schedule (IC5-01).

The Governance Policy Handbook itself undergoes periodic review and the most current revision (5th edition) was undertaken by the Strategic Planning Committee. Committee chairs were contacted to update bylaws, policies, and procedures. After approval by the Academic Senate and Associated Student Union, the Governance Policy Handbook was approved by the Shared Governance Council on February 28, 2022 (IC5-02).

The General Catalog and Schedule of Classes, which document the College's mission, programs, and services, are also regularly reviewed and updated before publication. The General Catalog is published annually, and the Schedule of Classes is published for each fall and spring semester. The Catalog Committee divides sections of the catalog for departments to verify the accuracy and currency of the information and update as needed. The College website is also reviewed. Details are discussed in the analysis for standard I.C.1.

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

Evidence of Meeting the Standard

- The General Catalog includes information on student fees (IC6-01, pp. 24-25).
- The College maintains a website that calculates the total cost of education (IC6-02).
- The East Los Angeles College Net Price Calculator, linked in the Financial Aid website, is an interactive website that provides students with information about the total cost of attendance (IC6-03).
- The ELAC Bookstore website provides pricing information for required textbooks for all classes (IC6-04).

Analysis and Evaluation

Tuition and various student fees are published in the General Catalog (IC6-01). However, the Catalog does not include other costs associated with attending college, which is why the College maintains a Cost of Attendance webpage that provides the most comprehensive estimate that includes tuition and fees, housing and food, books and supplies, and personal expenses. The 2021-2022 Cost of Attendance webpage is linked to the College's Financial Aid webpage and is easily found in the Financial Aid contents menu (IC6-02). Each year, the College publishes the most up-to-date information to help students plan for costs.

Another online resource for students is the Net Price Calculator, which is linked on the Financial Aid website and estimates the cost of attendance based on student or family income levels (IC6-03). The ELAC Bookstore also maintains a website that publishes textbook prices for all courses. It provides different options to acquire texts, such as purchasing new or used books or offering rentals if available (IC6-04).

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

- District Board Policy 4030 establishes academic freedom as a right (IC7-01).
- The Academic Senate adopted a policy on Academic Freedom and Responsibility on March 26, 2013 (IC7-02).
- Article 4 of the AFT 1521 contract for 2020-2023 addresses academic freedom (IC7-03).

Analysis and Evaluation

The District has adopted Board Policy 4030, which explicitly states that academic freedom is a right to all members of the LACCD community, including faculty (tenured, non-tenured, and adjunct), students, staff, and administration (IC7-01). This exists in conjunction with ELAC Academic Senate's policy on Academic Freedom and Responsibility, which supports faculty academic freedom and the College's responsibility to defend and maintain that academic freedom to ensure that educational goals can be achieved (IC7-02). Finally, Article 4 in the AFT 1521 contract for 2020-2023 establishes the faculty right to have academic freedom and guarantee freedom of learning to the students (IC7-03). Article 4 is regularly reviewed and approved by AFT and the Board every three years.

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

Evidence of Meeting the Standard

- Board Policy 5500 specifically addresses expectations of student conduct (IC8-01).
- The General Catalog details the College's academic honesty policy (IC8-02, pp. 28-31)
- The Schedule of Classes & Student Services Handbook published every semester includes the policy on academic honesty (IC8-03, p. 5).
- The ELAC Student Services webpage outlines student code of conduct, academic honesty policy, and consequences (IC8-04).
- The inclusion of the academic honesty policy in course syllabi is also recommended in

the following handbooks:

- 2020 Faculty Handbook (IC8-05, p. 18)
- 2020-2023 Adjunct Survival Guide (IC8-06, p. 6)

Analysis and Evaluation

District Board Policy 5500 clearly establishes expectations of conduct for everyone on campus. All students, faculty, staff, and visitors must conform to District and College rules and regulations. Per BP, the Chancellor establishes disciplinary procedures for students when rules and regulations have been violated, and these procedures are required to be made available to everyone through the college catalog and other means (IC8-01). Both BP 5500 and the College's Policy on Academic Honesty (approved on February 28, 2006 by the Academic Senate and the Vice President of Student Services) are also regularly included in the College's General Catalog and the schedule of classes published each semester (IC8-02, IC8-03).

The Student Services website also has a page dedicated to this policy along with a code of conduct and consequences for violations (IC8-04). Finally, the Faculty Handbook and Adjunct Survival Guide recommend the inclusion of the course academic honesty policy as a minimum requirement in all course syllabi (IC8-05, IC8-06).

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

Evidence of Meeting the Standard

- The Academic Senate Policy on Academic Freedom and Responsibility establishes standards in faculty instruction (IC9-01).
- The Faculty Ethics Policy establishes expectations of ethical faculty behavior (IC9-02)

Analysis and Evaluation

Adopted in March 2013, the ELAC Academic Senate's Policy on Academic Freedom and Responsibility requests faculty to refrain from using the classroom as an area to proclaim viewpoints unrelated to their subject matter. The policy states, "Faculty members are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." Furthermore, the Senate Policy also recognizes the obligation that faculty "foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus" (IC9-01).

The Faculty Ethics Policy, last revised in October 2018, lays out expectations of faculty conduct, collegiality, and other responsibilities as members of an academic community: "The intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, reaching a well-reasoned viewpoint, should all be fostered within the intellectual character of the faculty member." The Faculty Ethics Policy also specifically addresses academic standards regarding a faculty member's relation to their discipline, noting that "Academic standards should be determined in the context of one's academic discipline by

the community of scholars within the discipline. They should not differ significantly from one faculty member to another within the same discipline teaching the same or similar course(s); high academic standards should be maintained" (IC9-02).

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

Evidence of Meeting the Standard

- The 2020 Faculty Handbook details the College's ethics statement for faculty (IC10-01).
- The 2021 LACCD's Personnel Commission Employee Handbook includes a statement on expected standards of conduct (IC10-02, p. 32).
- Standards of student conduct and student rights are published in the General Catalog (IC8-02, pp. 28-31).
- The Student Services webpage also includes a code of conduct for students (IC8-04).

Analysis and Evaluation

As a public community college, the institution does not seek to instill specific beliefs or worldviews but does expect professional conduct. The 2020 Faculty Handbook includes an excerpt and a full link to the Academic Senate's Code of Ethics policy, which requires that faculty members foster honest academic conduct, represent subject matter accurately, and practice intellectual honesty as well as collegial behavior (IC10-01).

The College also utilizes the LACCD's 2021 Personnel Commission Employee Handbook to inform code of conduct policies for employees. In general, each employee is expected to "take personal responsibility for their actions, conduct themselves in a positive and ethical manner, and maintain satisfactory job performance" (IC10-02).

The College also clearly communicates its code of conduct and expectations for students through the General Catalog and on the Student Services webpage (IC8-02, IC8-04).

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

The College does not operate in any foreign locations.

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

Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

- The ELAC Accreditation website is the primary source of information documenting compliance (IC12-01).
- Correspondence from the ACCJC shows that the College responds to meet requirements within the time set by the Commission (IC12-02).
- Accreditation reports and other documents that are linked to ELAC's Accreditation website demonstrate that the College discloses information required by the Commission to carry out its accrediting responsibilities (IC12-03).

Analysis and Evaluation

As the primary reference for accreditation-related compliance, the ELAC Accreditation website provides links to reports and documents verifying that the College complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes (IC12-01). The Accreditation website also links to ACCJC correspondence from June 2020 in which the College's Midterm Report was reviewed and accepted (IC12-02). The College's Midterm Report was submitted in March 2020 and serves as additional evidence that the College continues to abide by all guidelines and requirements of the Commission (IC12-03).

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

- The 2021-2022 General Catalog publishes the College's current accreditation status for programs with external accrediting agencies (IC13-01):
    - East Los Angeles College (p. A2)
    - Health Information Technology (p. 136)
    - Automotive Technology (p. 171)
    - Nursing (p. 315)
    - Respiratory Therapy (p. 351)
- Individual department and program websites note accreditation and approval by external agencies (IC13-02).
- The College accreditation website also includes information related to the accreditation status of relevant educational programs (IC12-01).
- The Nursing program has been undergoing changes in its accreditation status, which are noted on the websites listed above (IC13-03).

Analysis and Evaluation

Five programs undergo evaluation by external accrediting agencies and have been approved or reaffirmed: Health Information Technology (Commission on Accreditation for Health Informatics and Information Management Education), Automobile Technology (National Automotive Technicians Education Foundation/Automotive Service Excellence Education Foundation), Nursing (California Board of Registered Nursing), Respiratory Therapy (Commission on Accreditation for Respiratory Care), and Emergency Medical Technician (Los Angeles County Emergency Medical Services Agency). This information is clearly published in the General Catalog for each program (IC13-01). Information on Emergency Medical Technician program approval will be included in the 2022-2023 General Catalog.

Program approval information is included on the websites of the appropriate departments (IC13-02). Information can also be found centrally on the College's accreditation webpage as well. The accreditation website includes information for the public to contact these agencies directly in the case of complaints (IC12-01).

The College clearly communicates its progress with accreditation status with external agencies and the public. For example, the College first notified the ACCJC that its nursing program was placed on warning due to low pass rates of the NCLEX-RN in 2015 and has since had its status updated (IC13-03) which are communicated publicly through the website. Most recently, the Nursing program was approved to enroll 30 students twice a year starting in January 2022.

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

Evidence of Meeting the Standard

- College and District financial statements are publicly accessible and undergo regular audits (IIID1-01).

Analysis and Evaluation

East Los Angeles College is a publicly funded two-year college that adheres to legal regulations on how revenue is generated and spent. An annual financial report of District finances is produced every year and is publicly accessible along with the independent auditor's report (IIID1-01). No such conflicts with external interests exist at the College.

Conclusions on Standard I.C: Institutional Integrity

The College has established processes and practices to ensure that the information regarding its Mission, outcomes and related assessments, educational programs and costs, student support services, accredited status with various external agencies are accurate and up to date. The primary sources for this information are the General Catalog and the College website.

Moreover, both print and electronic media codes of conduct and related policies reinforce the College's expectations of institutional and academic integrity applicable to the entire campus community.

The College demonstrates integrity by publicly communicating strengths and weaknesses in planning, implementation, and evaluation. Finally, the administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties in addressing the human, physical, technological, and financial needs of the College through its continuously evolving institutional planning, implementation, and evaluation procedures.

Evidence List

IC1-01 General Catalog
IC1-02 College Website
IC1-03 Administration Memos
IC1-04 District Memo

IC3-01 Program Review and Viability Committee's SharePoint
IC3-02 Educational Planning Subcommittee Bylaws
IC3-03 EPSC April 20, 2021 Minutes
IC3-04 EPSC October 19, 2021 Minutes
IC3-05 OIEA Data Dashboards Webpage

IC4-01 Guided Pathways CAP Webpages

IC5-01 Governance Policy Handbook, pp. 20-54
IC5-02 Shared Governance Council February 28, 2022 Minutes

IC6-01 General Catalog, pp. 24-25
IC6-02 Total Cost of Education Webpage
IC6-03 ELAC Net Price Calculator
IC6-04 ELAC Bookstore Website

IC7-01 District Board Policy 4030
IC7-02 Academic Senate Academic Freedom and Responsibility Policy
IC7-03 Article 4 of the AFT 1521 Contract

IC8-01 Board Policy 5500
IC8-02 General Catalog, pp. 28-31
IC8-03 Schedule of Classes & Student Services Handbook, p. 5
IC8-04 ELAC Student Services Webpage
IC8-05 2020 Faculty Handbook, p. 18
IC8-06 2020-2023 Adjunct Survival Guide, p. 6

IC9-01 Academic Senate Academic Freedom and Responsibility Policy
IC9-02 Faculty Ethics Policy

IC10-01 2020 Faculty Handbook
IC10-02 2021 LACCD's Personnel Commission Employee Handbook, p. 32

IC12-01 ELAC Accreditation Website
IC12-02 ACCJC Correspondence
IC12-03 Accreditation Reports

IC13-01 General Catalog, pp. A2, 136, 171, 315, 351
IC13-02 Department and Program Websites
IC13-03 Nursing Program BRN Letter

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

- The General Catalog outlines the requirements and program learning outcomes for all programs (IIA1-01, pp. 105-117). The Catalog also lists all possible certificates, associate degrees, and associate degrees for transfer that are available through its educational programs (pp. 101-103).
- The College adheres to District Administrative Procedures (AP) for curriculum development, approval, and delivery (IIA1-02):
  - AP 4020
  - AP 4022
  - AP 4023
  - AP 4105
- The Curriculum Committee Guidelines and Processes establishes the role of the Curriculum Committee in reviewing and approving instructional program proposals (IIA1-03).

Analysis and Evaluation

Programs offered at the College are consistent with the institution's mission to prepare students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement. The General Catalog outlines the requirements and learning outcomes for its programs (IIA1-01).

The District's Administrative Procedures outline the role of faculty and their primacy in the curricular development and approval processes. AP 4020 addresses curriculum development,

including course outlines, the creation of new subjects, and discipline alignment. AP 4022 and 4023 establish standards and procedures for the development and approval of courses and programs. District AP 4105 requires that the Curriculum Committee certify distance education course quality standards (IIA1-02)

The College's Curriculum Committee, a subcommittee of the Academic Senate, oversees the approval of courses and programs. It thoroughly reviews proposals of courses, degrees, and certificate programs to ensure alignment and appropriateness to the College's Mission, curricular needs, learning outcomes, and state regulations. All courses, regardless of modality, are approved through the Curriculum Committee using review standards following an approved Course Outline of Record. Courses offered in distance delivery (online or hybrid) require a Distance Education Addendum describing how courses would meet the regular and effective contact requirements consistent with courses taught in person (IIA1-03).

The faculty-led curriculum processes ensure that all instructional programs are offered in fields of study consistent with the College's mission and are appropriate to higher education and culminate in student attainment of identified student learning outcomes, achievement of degrees, certificates, employment, or transfer to other higher education programs. Each program identifies degrees and/or certificates resulting from a completed course of study. Once approved, outcomes and student achievement related to instructional programs at the College, regardless of location or mode of delivery, are rigorously reviewed and assessed through a faculty-led program review process, which is detailed in Standard I.B.5.

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

Evidence of Meeting the Standard

- The College adheres to District Board Policy (BP) and Administrative Procedures (AP) for curriculum development, approval, and delivery (IIA2-01):
    - BP 4020
    - AP 4020
- A Course Outline of Record (COR) details the content and methods of instruction required for a course, for example:
    - Dance Technique 221 (IIA2-02)
    - Asian American Studies 001 (IIA2-03)
    - Chemistry 065 (IIA2-04)
- Program Review and Self-Evaluations (PRSE link) are completed by faculty and are intended to assist faculty with planning and decision-making for continuous improvement of instructional courses and programs, ensuring program currency, improving the teaching and learning experience, and promoting student success.

Analysis and Evaluation

Faculty are directly involved in curriculum development following Board Policy and Administrative Procedure 4020 (IIA2-01). In accordance with AP 4020, the faculty-led Curriculum Committee serves as the body that recommends the approval of courses and programs following a faculty peer-review process. Faculty ensure that instructional content and methods are of high quality and rigor and are appropriate to higher education. All courses and programs are subject to the faculty-driven Curriculum Committee approval process that includes a review of content and methods of instruction, to ensure that they meet generally accepted academic and professional standards and expectations. During Curriculum Committee, faculty discuss pending course and program proposals for feedback from elected faculty serving as its members.

Full-time and part-time faculty engage in the creation, revision, and update of curriculum and ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education following the Course Outline of Record (COR) that must be approved by the Curriculum Committee, as evidenced in sample CORs for Dance Technique 221, Asian American Studies 001, and Chemistry 065 (IIA2-02, IIA2-03, IIA2-04). The ELAC Distance Education Addendum indicates the standards required of distance education courses, which includes specifying regular and effective contact methods, representative examples of assignments, and distance delivery strategies related to the course objectives (IIA2-05). The sample COR from Chemistry also illustrates a completed DE addendum (IIA2-04).

Faculty also conduct systematic and inclusive program review, using student achievement data, to continuously improve instructional courses and programs following the College's program review process. Provided with data from the College's data dashboards, faculty collectively discuss student achievement and student learning outcomes. They use these data to determine improvements to curriculum design, to teaching and assessment methods, and to learning resources such as textbooks, software, and equipment. They analyze the data for achievement gaps among populations of students, and finding any they document their strategies for closing those gaps. The program review process is discussed in more detail in Standard I.B.5.

The College assures the quality of its educational programs through multiple processes. Degrees and certificates are reviewed and assessed in program review that includes curricular planning. Faculty engage in program and course learning outcome assessment. After final approval from the Academic Senate, all courses, programs, and curriculum are subject to regular review.

As the District transitions to new software that is intended to assist and organize curriculum development and program review processes, the College has identified the revision of the Curriculum Committee Handbook as part of its Improvement Plan to further strengthen the curriculum approval process given the recent integration of a new curriculum tracking system.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student**

learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

- The ELAC Assessment Handbook establishes policies and procedures for the identification and assessment of learning outcomes for courses, programs, degrees, and certificates (IIA3-01).
- Administrative Procedure 4221 requires that faculty provide students a course syllabus that includes the learning outcomes from the approved course outline of record (IIA3-02).
- The collective bargaining agreement of the American Federation of Teachers (AFT) Local 1521 incorporates the distribution of class syllabi and inclusion and assessment of learning outcomes as part of the faculty evaluation process (IIA3-03).
- Curriculum Committee Guidelines state that course outlines must include approved learning outcomes approved (IIA3-04).
- Sample course syllabi include learning outcomes (IIA3-05).

Analysis and Evaluation

The College's courses, programs, degrees, and certificates have identified student learning outcomes in line with policies established in the ELAC Assessment Handbook (IIA3-01). The Handbook includes participation expectations for all faculty and outlines a three-year assessment cycle. Faculty collaborate at the department level to propose course learning outcomes (CLO) and program learning outcomes (PLO) and work with Student Learning Outcomes Department Facilitators to develop an assessment schedule.

Students are informed of the course learning outcomes on their syllabus. District AP 4221 requires that faculty must provide syllabi during the first week of classes, and that syllabi must include approved student learning outcomes (IIA3-02). The dissemination of course syllabi with learning outcomes is also a component of the criteria for the evaluation of all faculty (IIA3-03). The sampling of syllabi from a range of disciplines (Art, Economics, Nursing, Philosophy, and Physics) demonstrates meeting the standard (IIA3-05).

Learning outcomes are included in curriculum proposals and are reviewed by the Learning Outcomes Assessment Coordinators prior to approval by the Curriculum Committee. The Curriculum Committee approves and maintains course outlines with their corresponding learning outcomes (IIA3-04). As of Spring 2022, the College is transitioning to eLumen software for curriculum development and integration with learning outcomes assessment data.

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

Evidence of Meeting the Standard

- AP 4260 outlines the role of faculty to approve the standards required for pre-collegiate, non-degree applicable courses, and non-credit courses (IIA4-01).
- AP 4222 defines remedial coursework (IIA4-02).
- The General Catalog distinguishes pre-collegiate credit courses through special course designations (IIA4-03), labeling such courses as NDA (non-degree applicable).
- Noncredit courses are pre-collegiate and are identified by a course number ending in CE, for "continuing education." The General Catalog devotes a section to the Continuing Education Department where such courses are listed and described (IIA4-04). More CE courses in pre-collegiate mathematics are listed and described on Catalog pages 286-87.

Analysis and Evaluation

The College Catalog distinguishes pre-collegiate level (non-degree applicable) courses from college-level (degree-applicable and transfer-level) courses. The College offers pre-collegiate courses for credit in English, ESL, and Reading in addition to noncredit courses. Faculty from content areas develop curriculum for these courses based on established standards to help students transition into collegiate level courses in alignment with AP 4260 (IIA4-01) and AP 4222 (IIA4-02). The courses are reviewed and approved by the Curriculum Committee.

The distinction between the pre-collegiate and college-level is communicated in the General Catalog, where pre-collegiate level courses are designated as "NDA," or non-degree applicable, as in the case of courses listed under disciplines such as English and Mathematics (IIA4-03). Furthermore, all courses offered through the Noncredit Department include a "CE" suffix after the course number to clearly differentiate the course as "Continuing Education" (IIA4-04).

Since the passage of California Assembly Bill 705 (AB 705), the College was directed to decrease the number and type of credit pre-collegiate level offerings in mathematics and English. Faculty continue to develop strategies to support students in college-level curriculum, including the Math faculty's development of a series of modularized noncredit Math courses (designated with the "CE" suffix) as well as the creation of special college-level Math courses with instructional support (designated by an "S" suffix on the course number). These "S" courses, such as Math 227S (Statistics with support), include an additional lab component. The English department has adopted a co-requisite model whereby underprepared students enroll in college-level classes along with co-requisite courses that provide the necessary skills for student success. Professional development activities have been provided to faculty to address student success rates and to encourage innovative teaching strategies and student engagement that will improve student learning and course completions of under-prepared students.
In addition to pre-collegiate course offerings, the College provides learning support services for students that include online and in-person tutoring and workshops, as further discussed in

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

- AP 4100 sets the graduation requirement for degrees (IIA5-01).

Analysis and Evaluation

The College's degrees and programs follow practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through the Curriculum Committee processes outlined in Standard II.A.2. District AP 4100 establishes associate degree requirements of at least 60 semester units with at least 18 units in the major or area of emphasis and at least 18 units in general education (IIA5-01). The College follows all requirements for curriculum review and approval as required by California Education Code, Title 5, and federal regulations, and in compliance with the Commission Policy on Institutional Degrees and Credits. For Career-Technical Education (CTE) degrees and programs designed to prepare students to enter the workforce after completing a degree or certificate, the College requires input from advisory committees to ensure need and currency, as well as appropriate length, breadth, depth, rigor, and course sequencing. When approving curriculum for degree and certificate programs, the Curriculum Committee ensures compliance with AP 4100.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

- The Schedule of Classes lists course options by time of day, modality, and location (IIA6-01).
- Career and Academic Pathways (CAPS) present scheduling patterns for student completion (IIA6-02).
- Administrative scheduling parameters ask chairs to focus on program completions and enrollment patterns (IIA6-03).

Analysis and Evaluation

The College sequences courses and course offerings for certificates and degree programs to allow full-time and part-time students the requisite time to complete programs.

The College provides students with short-term, late start, online, hybrid and in-person options to promote student program completion, as demonstrated in offerings in the schedule of classes. Department chairs, in consultation with supervising deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study. The College has made significant efforts to provide additional course schedule options for students that include day, afternoon, evening, Friday evening and Saturday course offerings in addition to online, hybrid and face-to-face options (IIA6-01).

Career and Academic Program (CAP) maps have been developed as planning and schedule tools focused on program completion. Available online and presented at CAP webinars offered each semester, the maps provide information to accelerate program completion including frequency of course offerings, prerequisites, and other course and program information to promote completion (IIA6-02). CAPS are also discussed in Standard II.C.6.

The College's CAP activities, college-wide committees, and administrative scheduling parameters, encourage inter-disciplinary collaboration among faculty, administrators, and staff to ensure courses are scheduled in a manner so that students may complete their program of study within two-years, if attending full-time. Furthermore, the Office of Institutional Effectiveness and Advancement offers guidelines to chairs on how to schedule courses efficiently, using the data dashboards to analyze enrollment trends. Another major consideration asks that chairs consider completion rates utilizing data provided by OIEA (IIA6-03).

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

Evidence of Meeting the Standard

- Faculty teaching online courses must meet distance education (DE) certification requirements (IIA7-01).
- The Distance Education Office provides faculty resources for courses offered online:
    - LACCD Faculty Canvas Resources addresses course design (IIA7-02)
    - Other instructor resources include newsletters, workshops, and instructional software (IIA7-03)
- Curriculum Committee-approved Distance Education Addenda are required for online courses (IIA7-04).
- The Office of Institutional Effectiveness and Advancement (OIEA) disaggregates and evaluates data based on delivery modality (IIA7-05).

Analysis and Evaluation

To address the diverse and changing needs of students, the College offers courses in multiple delivery modes, including face-to-face, lecture, labs, hybrid, and online formats (synchronous and asynchronous). In the current pandemic, delivery modes have focused heavily on distance education. Courses are offered days, evenings, and weekends. Short-term courses and off-site

courses are also made available to address the changing needs of students with equity in mind. All courses have an online Canvas shell, available to support instruction regardless of modality.

Beginning in Spring 2020, faculty who teach an online or hybrid course are required to have received DE certification by completing two professional development courses: the first course on how to use the Canvas learning management system (LMS) and another course on effective online pedagogy (IIA7-01). Faculty have access to LACCD Faculty Canvas Resources for tutorials on distance education software and best practices in accessible design (IIA7-02). Moreover, the Distance Education Office maintains its own additional resources, including more training modules, recorded presentations, and general resources on online pedagogy to ensure that faculty employ effective teaching methodologies online (IIA7-03).

Any course offered online must first submit a DE addendum for approval by the Curriculum Committee. The DE addendum provides examples of teaching methodologies to be utilized in meeting course objectives and includes samples of regular, substantive interaction (IIA7-04).

Faculty and administrators use the OIEA data dashboards (IIA7-05) to analyze retention and successful course completion rates by delivery mode at the institutional level, program level, and course level. They also analyze these data by student equity groups. Any equity gaps related to delivery modes are discussed and addressed through improvement plans in PRSE and AUP. Learning support services are also offered in a range of delivery modes based on student needs and are specifically discussed in Standard II.C.3.

The College effectively uses multiple delivery modes, including in-person, hybrid, and online modalities to address the needs of the diverse communities it serves. Faculty actively engage in professional development activities to enhance their ability to meet the needs of all students. Learning support services are available on campus and online.

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

Evidence of Meeting the Standard

- AP 4235 outlines opportunities for the College to grant credit for prior learning that includes satisfactory completion of credit by examination (IIA8-01).
- The College's Nursing Department uses the validated Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) exam for program entrance requirements (IIA8-02).

Analysis and Evaluation

The College addresses credit for prior learning in Board Policies and Administrative Procedures, specifically AP 4235. Students may challenge a course for credit where the student has gained requisite knowledge through a variety of alternative methods based on other exams and/or evaluations (IIA8-01).

The Nursing Department is the only department at the College that uses a department-wide or program-wide examination. The College uses a validated third-party examination, TEAS, as a Nursing program entrance requirement, as evidenced in the Nursing Department's Multicriteria Screening Process for Admission Worksheet (IIA8-02). TEAS assesses basic reading, math, science, and English skills and is listed as an approved instrument by the California Community College Chancellor's Office. The higher the TEAS scores, the higher the success of the students enrolled in the nursing program and passing the NCLEX-RN licensure examination.

ATI resources (proctored and practice assessments) is an assessment tool that the Nursing Program uses to identify NCLEX-RN readiness and to predict success of students and graduates. This assessment tool can also be used to measure student learning outcomes (SLO) in content areas and courses including Medical/Surgical Nursing, Obstetric Nursing, Pediatric Nursing, and Psychiatric Mental Health Nursing.

No other programs or departments at ELAC use department-wide examinations.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

- The College awards degrees and certificates in accordance with BP and AP 4100 (IIA9-01).
- AP 4020 "Instructional Programs and Curriculum" defines the College's credit hour policy, following accepted norms of higher education and consistent with State and federal standards (IIA9-02).
- The Course Outlines of Record include detailed information regarding units of credit, contact hours, expected out-of-class hours, and learning outcomes:
    - Dance Technique 221 (IIA2-02)
    - Asian American Studies 001 (IIA2-03)
    - Chemistry 065 (IIA2-04)
- The General Catalog lists the definitions of the grades and grading symbols that students may earn at the course-level as defined in District policy and procedure (IIA9-03, pp. 60-62), including those that earn units of credit and those that don't.

Analysis and Evaluation

Degrees and certificates are awarded based on the successful completion of required courses and requirements and number of units. The College adheres to District Administrative Procedures: AP 4100 establishes the requirements for associate degrees and certificates of achievement (IIA9-01), and unit calculations for credit hour are based upon District AP 4020 (IIA9-02).

The Course Outline of Record (COR) is the official document containing course content, objectives, learning outcomes, and methods of assessment used for grading and awarding credit. Any credit and grades are awarded based upon students' demonstrated proficiency of the elements outlined in the COR, including the course learning outcomes (CLOs), objectives, and specified competencies (IIA2-02, IIA2-03, IIA2-04). CLOs are also mapped to program learning outcomes (PLOs) in eLumen. Thus, a student's successful completion of courses that culminate in a degree or certificate reflects the student's successful attainment of all learning outcomes within the program, both the CLOs and PLOs.

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

Evidence of Meeting the Standard

- The following publicly available District Administrative Procedures address transfer-of-credit policies:
    - AP 4051 outlines credit for coursework completed at U.S. regionally accredited postsecondary institutions and credit for courses from international institutions of higher learning (IIA10-01).
    - AP 4052 provides guidance for determining comparable high school or adult education courses to specific degree-applicable community college credit courses (IIA10-02).
    - AP 4236 establishes procedures for granting course equivalencies for AP exams (IIA10-03).
    - AP 4237 establishes procedures for granting course equivalencies for IB credit or exams (IIA10-04).
    - AP 4238 establishes procedures for granting course equivalencies for CLEP exams (IIA10-05).
- The General Catalog publicizes transfer-of-credit policies for students in accordance with District procedures (IIA10-06, pp. 64-66)
- The ELAC Transfer Center website includes information on the College's articulation agreements with the California State University (CSU), University of California (UC) systems, and other institutions (IIA10-07).
- The College adheres to reciprocity guidelines passed by the District Academic Senate to maintain the integrity of Associate Degrees for Transfer (IIA10-08).

Analysis and Evaluation

District Administrative Procedures addressing transfer-of-credit policies are publicly accessible online for students (IIA10-01, IIA10-02, IIA10-03, IIA10-04, IIA10-05). The College makes information about the transfer of credits available to its students through the General Catalog (IIA10-06).

New state-approved courses or substantially revised courses are submitted annually for review by the College's Articulation Officer for UC transferability, CSU GE Breadth, and IGETC Areas, if appropriate. New or existing courses may also be submitted to the Course Identification Numbering System (C-ID), if required as part of an Associate Degree for Transfer (ADT). The Articulation Officer is also responsible for maintaining curriculum data in the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), C-ID systems. New Course-to-Course articulation in ASSIST may be requested by the college Articulation Officer or initiated by the UC or CSU campus. New articulation agreements between the college and other four-year institutions may be initiated by the college Articulation Officer or by request from a U.S. regionally accredited institution. Articulation agreements are one-way, indicating the acceptance of the college's courses at the four-year institution only. The College maintains articulation agreements with both in-state and out-of-state colleges, which are available on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website and the College Transfer Center website (IIA10-07).

Per the several District administrative procedures listed above as evidence, evaluation of external coursework is the purview of discipline faculty, counseling faculty, and/or the College Articulation Officer. Evaluation of external coursework is initiated by a counselor for General Education requirements, Associate Degree major, and Associate Degree for Transfer major requirements through a petition process. Courses are evaluated to determine if they meet the standards for LACCD GE (AP 4100), CSU GE Breadth (CSU EO 1100), IGETC (IGETC Standards 2.1), Associate Degrees for Transfer (IIA10-08). Petitions are reviewed by the College Articulation Officer and stored in a shared drive. Discipline faculty are consulted as needed. External coursework for Certificates of Achievement is evaluated by department faculty.

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

Evidence of Meeting the Standard

- Institutional learning outcomes (ILOs) and general education learning outcomes (GELOs) are available for direct assessment in any assessment rubric in eLumen (IIA11-01).
- Curriculum maps in eLumen demonstrate linkages from the course learning outcomes to the program learning outcomes (CLOS to PLOs), to the institutional learning outcomes (CLOs to ILOs), and to general educational learning outcomes (CLOs to GELOs):
    - Chemistry Technician (IIA11-02)
    - English AAT (IIA11-03)
- The General Catalog also publicizes all ILOs, GELOs, and PLOs (IIA11-04, pp. 105-117).

Analysis and Evaluation

The College has adopted all levels of student learning outcomes: Course/Context Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes (ILOs). All degree programs at the College include a sequence of General Education (GE) courses, along with required courses and electives for the major. Institutional Learning Outcomes (IIA11-01), adopted in 2014, are available for direct assessment in any assessment rubric in eLumen and include eight areas that specifically align with Standards II.A.11 and II.A.12:

- Information competency and research skills
- Technological competency
- Analytic inquiry skills
- Communication skills
- Education and career goal-setting skills
- The ability to engage diverse perspectives
- Ethical reasoning
- Civic and social responsibility

CLOs are also linked to PLOs, ILOs, or GELOs based upon the applicability and the determination of faculty within the discipline, as indicated in these sample curriculum maps for Chemistry Technician (IIA11-02) and the English AAT (IIA11-03). Every program has a curriculum map in which CLOs for the courses within the program are linked to relevant PLOs and ILOs. If a course is approved for general education, the CLOs are linked to GELOs.

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

Evidence of Meeting the Standard

- Board Policy 4025 outlines the philosophy and criteria for Associate Degree and General Education (GE) (IIA12-01).
- Three general education options are published in the General Catalog (IIA12-02):
    - LACCD General Education Plan (pp. 87-88)
    - California State University General Education plan, CSUGE patterns (pp. 92-94)
    - Intersegmental General Education Transfer Curriculum, IGETC (pp. 95-96)
- The Curriculum Committee oversees the inclusion of coursework in the general education curriculum (IIA12-03, see highlights).

- The College's approved Institutional Learning Outcomes and General Education Learning Outcomes address Standards II.A.11 and II.A.12 (IIA12-04).

Analysis and Evaluation

The College's associate degrees require the completion of a GE pattern in addition to program requirements as defined in Board Policy 4025 (IIA12-01) and as reflected in the three general educational options published in the General Catalog (IIA12-02).

The College relies on faculty expertise through the Curriculum Committee to review, approve, and recommend coursework for inclusion in the general education curriculum (IIA12-03). Guidance for general education coursework is provided by the Articulation Officer. Faculty serving on the Curriculum Committee determine course inclusion in a GE area after considering the philosophy and criteria for associate degrees and general education and after evaluating CLOs' alignment to GELOs. In doing so, faculty ensure that associate degree programs and general education are in alignment with the established standards.

The College requires all courses to have course learning outcomes that map to one or more of the GELOs or ILOs, which were approved in 2014. ILOs include responsible participation in civil society, ethical reasoning, information competency and research, communication, analysis, and other relevant skills. GELOs address skills in natural sciences, social and behavioral sciences, arts and humanities, language and rationality, and health and physical education (IIA12-04).

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

Evidence of Meeting the Standard

- The College offers programs that include focused study in at least one area of inquiry or in an established interdisciplinary core in accordance with Administrative Procedure 4023 (IIA13-01)
- The duties of the Curriculum Committee described in its guidelines include reviewing degree programs for appropriateness relevant to the standard and ensuring that each degree or program focus of study is in a specific and clearly defined area of inquiry or in an appropriate interdisciplinary core of subjects (IIA13-02, see highlights).
- The General Catalog provides detailed program descriptions and lists required courses that reflect focused study in at least one area of inquiry or an interdisciplinary core (IIA13-03).

Analysis and Evaluation

The College adheres to District AP 4023 which defines educational program as an "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or

transfer to another institution of higher education" and outlines steps for the college approval of a program (IIA13-01).

Through its curriculum- and program-development process, the College ensures its degree programs provide focused study in an area of inquiry or an established interdisciplinary core and that courses as well as certificate and degree programs are based on student learning outcomes and competencies that include mastery of key theories and practices at the appropriate level. The Curriculum Committee reviews curriculum proposals to ensure that programs reflect key theories and practices appropriate for the certificate or degree level as determined by discipline content experts (IIA13-02).

The General Catalog includes descriptions of all the College's degree programs. Descriptions include required, which are established in at least one area of inquiry or an interdisciplinary core (IIA13-03).

Learning outcomes in every course within a program of study are mapped to PLOs. Course Outlines of Record incorporate appropriate competencies that align with identified learning outcomes. To measure levels of mastery in the area of inquiry and/or emphasis upon completion of the program, faculty construct a curricular map identifying the courses, competencies, and identification of key competencies mastered as discussed in Standard II.A.11.

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

Evidence of Meeting the Standard

- The College verifies and maintains currency of employment opportunities and other external factors related to its programs through the advisory committees following AP 4102 (IIA14-01).
- The College assesses student achievement of technical and professional competencies through program review, Career Technical Education Outcome Surveys and outcome assessment reports (IIA14-02).
- Agendas and minutes from department meetings and advisory committee meetings provide evidence that CTE program faculty and professional advisory groups discuss current employment standards and revise curriculum, as needed, to ensure graduates meet standards (IIA14-03, IIA14-04, IIA14-05).
- The College website maintains current information related to CTE programs, including licensure exam pass rates (IIA14-06).

Analysis and Evaluation

The College offers a wide range of career technical education degrees and certificates. Graduates of these programs demonstrate technical and professional competencies that meet employment standards and other standards, such as certification and external licensure. The College ensures that graduates of career technical education (CTE) programs have appropriate

knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically and rigorously reviewed through the Program Review process (CTE Program).

The College prepares Career Technical Education students for employment competencies and licensure exams. Important measures of the College's success in ensuring that its CTE programs are current and relevant is affirmation from institution-set standards for standardized licensure examinations and accrediting agencies and the rates of students' success. The College tracks student achievement of CTE graduates through employment and earnings data provided by the CCCCO.

CTE programs have advisory committees comprising industry representatives (IIA14-03, IIA14-04, IIA14-05). These professionals give recommendations to keep programs current with evolving professional and industry standards, expected competencies and learning outcomes, new trends, and offer advice on equipment and software purchases. The College's Nursing, Fire Technology, Addiction Studies, Automotive, Respiratory Therapy programs are overseen by regulatory agencies that require periodic review.

CTE program faculty collaborate with the Los Angeles Regional Consortium (LARC) to determine competency levels and measurable student learning outcomes for CTE curriculum. Members of the College's advisory groups and the extended network of the LARC membership provide additional faculty expertise and input from industry representatives. For example, ELAC participates in the Regional Nursing Curriculum Consortium (RNCC), which provides input on curriculum matters and industry standards (IIA14-05).

The College website maintains current information related to CTE programs, including licensure exam pass rates, in addition to gainful employment data and other program-specific information (IIA14-06). Program requirements (e.g., hours, training) and any additional requirements for licensure or certification by external agencies are available on program webpages and in the General Catalog.

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

Evidence of Meeting the Standard

- BP 4021 (IIA15-01) and AP 4021 (IIA15-02) address program viability and the requirements for determining program elimination.
- The Governance Policy Handbook documents local processes for the College's Program Viability Review and Discontinuance Review (IIA15-03).
- The College approved an Expedited Program Viability Report discontinuing five programs in 2018 that included recommendations for impacted students (IIA15-04, see highlights).
- AP 4100 addresses catalog rights for students (IIA15-05).

Analysis and Evaluation

The College adheres to District policy and procedure as stated in BP 4021 and AP 4021. AP 4021 establishes minimum requirements for a viability review procedure and in cases of program termination requires the consideration of provisions for students to complete their training (IIA15-01, IIA15-02).

The College's Governance Policy Handbook specifies procedures for program viability review and program discontinuance review. If program discontinuance is recommended, the Program Viability Review Committee outlines the activities required to ensure impacted students may complete their education, which includes a public forum for the campus community (IIA15-03). Since 2018, the College has discontinued the following programs according to its Expedited Program Viability Process: Electron Microscopy Technician AS Degree, Electron Microscopy Technician Certificate, Biological Applications of Electron Microscopy Certificate, Histotechnologist Certificate, and Medical Billing Assistant Certificate. The report also included recommendations for identifying impacted students and informing them of their current progress, program alternatives, and awarding degrees and certificates to those who may already be eligible based on completion of program core courses (IIA15-04).

The College also adheres to District AP 4100 (IIA15-05) in which students who maintain continuous enrollment may complete program requirements under the catalog in effect when they enter the College, under the catalog in effect when they graduate, or in any year in between.

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

Evidence of Meeting the Standard

- The College regularly evaluates and improves the quality and currency of all instructional programs through its Program Review Self Evaluation process (IIA16-01).
- The following PRSE 2021-2027 samples include evaluation of learning outcomes, student achievement, and other data points to develop improvement plans for programs and courses (see highlights):
    - Architecture (IIA16-02)
    - Psychology (IIA16-03)

Analysis and Evaluation

The College's Program Review Self-Evaluation (PRSE) process guides reflection, discussion, evaluation, and systematic improvement of pre-collegiate, career-technical, noncredit, and transfer programs, regardless of location or modality as outlined in the Governance Policy Handbook (IIA16-01). The PRSE process utilizes achievement and learning outcomes data as an opportunity

to plan, implement, evaluate, and improve. The PRSE samples for Psychology and Architecture include an analysis of learning outcomes (see highlights). For example, based on the evaluation of its program, Architecture plans on new courses to expand specialized offerings, and adjust current curriculum to improve student completion and certificates of achievement (IIA16-02). Psychology includes plans to create additional lab sections, to revise current courses for compatibility with other lower-division courses, and to expand off-site classes (IIA16-03).

Conclusions on Standard II.A: Instructional Programs

All of the College's instructional degrees and programs are appropriate to higher education and culminate in student attainment based on their individual goals. They adhere to all accepted practices of other institutions and are set up to facilitate student completion. Course, program, and institutional/general education learning outcomes are regularly evaluated and are integrated into curriculum as well as evaluative processes. The General Catalog serves as a significant repository of information for students regarding scholastic policies and curricular offerings to guide their educational planning. The Curriculum Committee is responsible for ensuring the approval and determination of courses and programs. The College's program review processes serve as a major evaluative tool for programs, utilizing achievement data and learning outcomes.

Improvement Plan(s)

- Update the Curriculum Committee Guidelines document to clearly outline and explain the curricular processes and timelines for periodic update and review upon the full implementation of eLumen (II.A.2).
- The Learning Assessment team would like to better ensure that faculty are consistently including the most active/current SLOs in their syllabi. An annual report regarding the inclusion of SLOs in syllabi will be generated with aggregated data to inform the campus (II.A.3).

Evidence List

IIA1-01 General Catalog, pp. 105-117
IIA1-02 Administrative Procedures 4020, 4022, 4023, 4105
IIA1-03 Curriculum Committee Guidelines and Processes

IIA2-01 BP and AP 4020
IIA2-02 Dance Technique 221 COR
IIA2-03 Asian American Studies 001 COR
IIA2-04 Chemistry 065 COR
IIA2-05 Distance Education Addendum

IIA3-01 ELAC Assessment Handbook
IIA3-02 AP 4221
IIA3-03 AFT 1521 Faculty Evaluation Form
IIA3-04 Curriculum Committee Guidelines
IIA3-05 Sample Syllabi

IIA4-01 AP 4260
IIA4-02 AP 4222
IIA4-03 General Catalog
IIA4-04 General Catalog, pp. 384-395

IIA5-01 AP 4100

IIA6-01 Schedule of Classes
IIA6-02 Career and Academic Pathways (CAPS)
IIA6-03 Administrative Scheduling Parameters

IIA7-01 DE Certification Requirements
IIA7-02 LACCD Faculty Canvas Resources
IIA7-03 Instructor Resources
IIA7-04 Distance Education Addendum
IIA7-05 OIEA Data Disaggregation

IIA8-01 AP 4235
IIA8-02 Nursing Department Program Entrance Requirements

IIA9-01 AP 4100
IIA9-02 AP 4020
IIA9-03 General Catalog, pp. 60-62

IIA10-01 AP 4051
IIA10-02 AP 4052
IIA10-03 AP 4236
IIA10-04 AP 4237
IIA10-05 AP 4238
IIA10-06 General Catalog, pp. 64-66
IIA10-07 ELAC Transfer Center Website
IIA10-08 District Academic Senate Reciprocity Guidelines

IIA11-01 ILOs/GELOs in eLumen
IIA11-02 Chemistry Technician Curriculum Map
IIA11-03 English AAT Curriculum Map
IIA11-04 General Catalog, pp. 105-117

IIA12-01 BP 4025
IIA12-02 General Catalog, pp. 87-88, 92-94, 95-96
IIA12-03 Curriculum Committee Guidelines
IIA12-04 ILOs and GELOs

IIA13-01 AP 4023
IIA13-02 Curriculum Committee Guidelines
IIA13-03 General Catalog

IIA14-01 AP 4102
IIA14-02 Career Technical Outcome Survey results
IIA14-03 ASL IEP Advisory Committee minutes
IIA14-04 Addiction Studies Advisory Committee minutes
IIA14-05 RNCC minutes
IIA14-06 Licensure Exam Pass Rates

IIA15-01 BP 4021
IIA15-02 AP 4021
IIA15-03 Governance Policy Handbook
IIA15-04 2018 Expedited Program Viability Report
IIA15-05 AP 4100

IIA16-01 Governance Policy Handbook, PP. 58-59
IIA16-02 Architecture PRSE
IIA16-03 Psychology PRSE

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

- The 2021-2022 General Catalog describes learning support services available to students (IIB1-01, pp. 53-54).
- Information on learning support services is included in Section 11 of the 2020 Faculty Handbook (IIB1-02).
- The College library website lists all available resources and services, such as collections and research databases that are available 24/7 (IIB1-03).
- The library website hosts a range of instructional services for both students and faculty, including research guides and video tutorials (IIB1-04).
- The libraries' annual submission to the Association of College & Research Libraries Survey documents its range of resources and services (IIB1-05).
- The College website publishes information for all its tutoring centers on their respective websites, and the range of services provided by each center are also publicized to students:
    - Math Tutoring Center (IIB1-06)
    - Language Lab (IIB1-07)
    - Learning Assistance Center (IIB1-08)
    - Reading and Writing Center (IIB1-09)

Analysis and Evaluation

The 2021-2022 General Catalog provides an overview of the learning support services at the College, including the Learning Assistance Center, Library, Math Tutoring Center, and Writing Center. The Catalog details the range of services available, physical location of those services, hours of operations, and a website address for online services (IIB1-01). Information on these services is also included in the "Student Support Services" section of the 2020 Faculty Handbook to familiarize faculty with learning support services on campus, particularly for new faculty (IIB1-02).

The College libraries (Monterey Park and South Gate libraries) provide in-person and online services and materials sufficient in quantity, currency, and depth to support student learning and achievement. Students and faculty have access to print books, textbook collections, print periodicals, and research databases containing periodical articles, streaming videos, and eBooks which are available 24/7 (IIB1-03). Students and faculty submit comments and suggestions and recommend new resources and services through the library's online forms.

Research assistance is available in-person and 24/7 online. Instruction is delivered through credit courses, video tutorials, online research guides, and in-person and online workshops and orientations. Faculty can import ready-made research modules into the Canvas Learning Management System (LMS) to assist students with library research (IIB1-04). The Association of College & Research Libraries (ACRL) administers an annual survey of academic libraries across the country. The 2020 ACRL survey demonstrates the breadth of the library's resources and services (IIB1-05).

Along with the General Catalog, tutoring center services and operational hours are also published on individual websites and disseminated through flyers. Tutoring centers provide both in-person and online services in sufficient quantity, currency and depth to support student learning. Students have access to a wide variety of services to meet their needs:

- The Math Lab provides tutoring for students in all math classes as well as access to textbooks, calculators, and math software. Along with tutoring, the center provides computers for student use (IIB1-06).
- The Language Lab is dedicated to strengthening students' language skills, particularly through tutoring for all modern language classes and ESL courses (regular and non-credit) (IIB1-07)
- The Learning Center helps students become independent, responsible learners through peer tutors who are knowledgeable in their respective disciplines, for example, history, anatomy, psychology. The Learning Center also collaborated directly with faculty to provide embedded tutoring services for their classes on a weekly basis (IIB1-08).
- The Reading and Writing Center provides assistance to students who seek to improve their reading, vocabulary, and critical thinking skills and also assists students in all subjects to become more effective writers (IIB1-09).

All learning support centers train tutors to meet a broad spectrum of student needs. Learning support centers are also accessible with assistive technologies to students that utilize the Diversabilities Support Program and Services (DSP&S). Due to the pandemic, all student support services are now available online, and therefore accessible to all regardless of physical location. Tutoring center directors engage with faculty across the campus to ensure that the services support faculty instruction and student learning.

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

Evidence of Meeting the Standard

- The libraries use a mission-centric collection development policy to build and maintain collections (IIB2-01).
- Faculty use an online form to request new library materials and resources to support student learning (IIB2-02).
- The library maintains a range of accessible educational equipment and services,

including technological support and spaces for students (IIB2-03).

- Emails reflect resource requests from learning support directors regarding the purchase of appropriate materials (IIB2-04, IIB2-05).
- The Math Tutoring Center relies on math faculty expertise for the purchase of learning support software (IIB2-06).

Analysis and Evaluation

Adherence to the collection development policy ensures the acquisition of materials and resources that directly support the College Mission, academic curriculum and programs, and faculty teaching and student learning. The libraries also collaborate with faculty to build collections that support curricula and diverse student abilities (IIB2-01). Students and faculty suggest new resources through the library's online "Request Materials and Resources Form" (IIB2-02). The libraries provide comprehensive educational equipment and technology: computers, printing and copying services; Chromebook and laptop lending; document scanners; and charging stations. The Monterey Park library has 25 reservable study rooms (with television displays) available for group study, collaboration, and presentation development. The South Gate Library provides computers, printers, a copier, a scanner, and study area. Both libraries have computers equipped with assistive technology software to support students and faculty with disabilities (IIB2-03). Librarians work closely with District IT and DSP&S to ensure equitable access to technology.

Faculty and staff in the tutoring centers collaborate with instructional faculty to maintain the equipment and textbooks necessary to support the tutoring that happens within the centers. The centers aim to provide students with access to tools that will enhance their success. The Math Lab, Learning Center, Writing Center, and Language Lab all house computers with printing services and software appropriate for student needs.

The student support services also employ the expertise of credentialed professionals in the oversight and selection of equipment and materials that support student learning and achievement. Faculty and staff collaborate in each of the centers to evaluate, maintain, and direct the purchase and implementation of equipment, textbooks, and computers, as well as other support services and learning materials. For example, the Learning Center engaged in dialogue with faculty teaching Anatomy 1. Based off student needs, the discussion resulted in the purchase of anatomy equipment that was used by Learning Center tutors (IIB2-04). Also, the purchase of additional texts by the Writing Center Director are based off the perceived needs by the faculty involved who identified materials that best supported student learning and achievement (IIB2-05). The Math Center needs to consult with faculty for their expertise in procuring all the necessary software such as Minitab, Maple, MATLAB, and more (IIB2-06).

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

Evidence of Meeting the Standard

- The Library regularly completes its Annual Update Plan (AUP) every fall and completed its 2021-2027 Program Review Self-Evaluation in fall 2021 (PRSE) (IIB3-01, IIB3-02).
- The Library follows an Assessment Plan based on a three-year cycle and entered its second assessment cycle in Fall 2021 (IIB3-03).
- The Spring 2019 Student Survey is an example of the assessment methods that the libraries use to gather and implement student feedback to improve services (IIB3-04).
- The learning support centers also undergo regular evaluation with their AUPs and PRSEs:
    - Math Tutoring Center 2020-2021 AUP (IIB3-05) and 2021-2027 PRSE (IIB3-06)
    - Writing Center 2020-2021 AUP (2020-2021) (IIB3-07) and 2021-2027 PRSE (IIB3-08)
    - Learning Center 2020-2021 AUP (2020-2021) (IIB3-09) and 2021-2027 PRSE (IIB3-10)
    - Language Lab 2020-2021 AUP (2020-2021) (IIB3-11)

Analysis and Evaluation

Continuous, cyclical assessment and improvement of library services and courses effectively support student's academic success and enhance faculty instruction, as evidenced in the Library 2021-2022 Annual Update Plan (AUP) and its 2021-2027 Program Review and Self Evaluation (PRSE). As a part of the evaluation process, libraries align Student Service Outcomes (SSOs) and Course Learning Outcomes (CLOs) within the Library AUP to develop goals. For example, the 2021-2022 AUP goals included further enhancements to facilities, technology, collections, instruction/outreach, and access (IIB3-01). PRSE is a more comprehensive review conducted over a six-year cycle that includes assessment results of all outcomes for long-term planning (IIB3-02).

The Libraries collaborate with ELAC's Learning Assessment Office to create formal assessment plans. The Libraries use surveys to assess student and faculty needs (IIB3-03). Survey results consistently reflect overall faculty and student satisfaction with library resources and services and demonstrate the libraries' contributions to faculty teaching and student learning. In 2019, the libraries surveyed over 4,000 students at the Monterey Park and South Gate campuses. Students were overall satisfied with library resources and services but identified areas to improve. As a result, staff addressed food and noise complaints and created more open floor book and DVD displays. South Gate Library acquired more resources, a new copier, and expanded circulating and reference collections (IIB3-04).

Similarly, the learning support centers (Math Center, Learning Center, Language Lab, and

Reading and Writing Center) also regularly participate in the Program Review and Annual Update Plan process linked to SSOs. The learning support centers follow their own assessment cycles and develop plans accordingly (IIB3-05, IIB3-06, IIB3-07, IIB3-08, IIB3-09, IIB3-10, IIB3-11). Survey results consistently reflect overall student satisfaction with the services provided. For example, analysis of the 2020-2021 Writing Center AUP noted student feedback on the helpfulness of tutoring services (IIB3-07). The Math Center's AUP assesses the success of its programs through self-reported student data and post-session surveys (IIB3-05).

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

- The College maintains an intra-library loan (ILL) agreement (IIB4-01) that is regularly evaluated by all District library chairs (IIB4-02).
- The College maintains a mutual use agreement with the California State University, Los Angeles Library (IIB4-03).
- The College is a member of the Council of Chief Librarian and the Community College Library Consortium (CCLC), which offers discounted subscriptions to research databases (IIB4-04).
- Meeting agendas and minutes of the District campus directors discuss learning support services across different campuses as evidenced in meeting notes (IIB4-05) and have resulted in the purchase of common software services to assist learning support (IIB4-06).

Analysis and Evaluation

The libraries maintain several formal agreements and memberships with external partners to ensure full support of student learning. For example, the libraries participate in the LACCD intra-library loan (ILL) program to provide access to resources and materials that the College does not carry (IIB4-01). LACCD Library Department Chairs review the reciprocal borrowing agreement to ensure optimal access and service, and to improve the intra-library loan (ILL) service, as evidenced in District library chairs meeting minutes from 2017 (IIB4-02). Additionally, the libraries maintain the mutual use agreement with California State University, Los Angeles to provide access to a wider range of content and resources for students (IIB4-03).

Through memberships to the Chief Council of Librarians (CCL) and the Community College Library Consortium (CCLC), the libraries acquire online research databases (IIB4-04). CCLC membership includes access to the statewide Library Services Platform provided by ExLibris.

The learning support center directors and staff also collaborate with other directors within the District to work on effective practices and policies for tutoring so that a common standard is

maintained (IIB4-05). Collaboration with other directors across the District has also resulted in the 2021 purchase of common software Penji to be used as an interface coordinating communications and scheduling between learning centers and students (IIB4-06).

Conclusions on Standard II.B: Library and Learning Support Services

The libraries provide sufficient resources and services by developing and maintaining library collections, and teaching library and research skills. Educational equipment and technology are adequately provided to support student and faculty needs. Library services and programs aligned with the Mission are evaluated through assessments and feedback from students and faculty. The libraries effectively maintain collaborations with campus departments and other institutions to improve student learning and faculty instruction.

The learning support centers provide ample resources and services to meet the needs of students. Equipment and textbooks are adequately provided to support student success across the variety of centers. The support center faculty and staff work with instructional faculty to assess and meet student needs. The student support center faculty work together with other district faculty to ensure cohesiveness of services across the district. Students are regularly surveyed and feedback is used to create goals for change. The student support centers regularly evaluate their programs and make changes for improvements.

The completion of the new South Gate Educational Center in 2023 will expand service offerings and support capacity for students.

Evidence List

IIB1-01 General Catalog, pp. 53-54
IIB1-02 Section 11 of the 2020 Faculty Handbook
IIB1-03 College Library Website Resources and Services
IIB1-04 The Library Instructional Services, Guides, and Tutorials
IIB1-05 Submission to Association of College & Research Libraries Survey
IIB1-06 Math Tutoring Center Website
IIB1-07 Language Lab Website
IIB1-08 Learning Assistance Center Website
IIB1-09 Reading and Writing Center Website

IIB2-01 Collection Development Policy
IIB2-02 New Library Materials Request Form
IIB2-03 Library Equipment and Services
IIB2-04 Learning Center Director E-mails
IIB2-05 Writing Center Director E-mails
IIB2-06 Math Lab Website

IIB3-01 Library AUP
IIB3-02 Library PRSE
IIB3-03 Library Assessment Plan

IIB3-04 Spring 2019 Student Survey
IIB3-05 Math Tutoring Center AUP
IIB3-06 Math Tutoring Center PRSE
IIB3-07 Writing Center AUP
IIB3-08 Writing Center PRSE
IIB3-09 Learning Center AUP
IIB3-10 Learning Center PRSE
IIB3-11 Language Lab AUP

IIB4-01 College Intra-Library Loan (ILL) Agreement
IIB4-02 District Library Chair February 2, 2017 Minutes
IIB4-03 CSULA Mutual Use Agreement
IIB4-04 Council of Chief Librarian and the Community College Library Consortium (CCLC) Membership
IIB4-05 District Learning Support Service Directors Meeting Agendas and Minutes
IIB4-06 Tutoring Software Purchase E-mail

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

- The College has used the following surveys to evaluate the quality of student support services:
    - 2016 Assessment, Orientation, and Counseling (AOC) Days Student Survey (IIC1-01)
    - 2017 AOC+R Day Student Survey (IIC1-02)
    - Fall 2016 Majors' Fair Survey (IIC1-03)
    - Spring 2018 Online New Student Orientation Survey (IIC1-04)
    - Spring 2019 Divers-abilities Student Programs and Services (DSP&S) survey (IIC1-05)
- The College also uses its Program Review Self-Evaluation (PRSE) process to evaluate the quality of student support services, which recently completed a cycle for 2021-2027:
    - Counseling PRSE Form (IIC1-06)
    - DSP&S PRSE Form (IIC1-07)
    - Veterans Resource Center PRSE Form (IIC1-08)

Analysis and Evaluation

The College offers quality student support services at the main campus, South Gate Educational Center (SGEC), and through an online modality. The College has made a great effort to provide comparable support services regardless of the means and location of instruction. These efforts have been evaluated through student surveys that are conducted by individual support units. For example, the analysis of AOC surveys from November 2017 assessed student feedback to the AOC orientation and included responses from students at both Monterey Park and the South Gate Educational Center and included qualitative feedback as well (IIC1-01, IIC1-02). Various other student services, ranging from the special events such as the Majors' Fair to new student orientations as well as specialized support such as the Divers-abilities Student Programs and Services (DSP&S) undergo periodic surveys to gauge effectiveness (IIC1-03, IIC1-04, IIC1-05).

The College also systematically evaluates student support services that includes the completion of Annual Update Plans (AUPs) and a robust Program Review Self Evaluation (PRSE) process in a longer six-year cycle of evaluation. Facilitated by the Office of Institutional Research and Effectiveness (OIEA), the PRSE/AUP process analyzes numerous points of service surveys and adheres to student service outcome cycles. During the PRSE process, student support services must demonstrate their alignment with the College mission, especially Goal #1: "Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies." PRSE analysis also requires that units reflect upon strengths and weaknesses and develop strategies accordingly. For example, Counseling utilized public feedback to identify areas of improvement (IIC1-06). The PRSE for DSP&S

notes the significance of survey data and the need to continue working with the Office of Institutional Effectiveness and Advancement to evaluate services (IIC1-07). The Veteran's Resource Center notes how both feedback from students who are served, including the switch to an online modality necessitates the need for an additional full-time counselor (IIC1-08). More details of the PRSE/AUP process are discussed in Standard II.C.2.

Most recently, the Student Services Division has also undergone a broader process of beginning evaluative measures for remote services brought on by the division's efforts to serve students during the pandemic.

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

Evidence of Meeting the Standard

- Student support service units assess Student Service Outcomes (SSOs), which are included in Program Self-Review Evaluation (PRSE) and Annual Update Plans (AUP), for example:
    - Admissions & Records 2021-2022 AUP (IIC2-01)
    - Counseling 2021-2022 AUP (IIC2-02)
    - Financial Aid 2021-2022 AUP (IIC2-03)
- The Student Services 2021-2022 Cluster Update Plan represents a cross-unit assessment of student support services and programs (IIC2-04).

Analysis and Evaluation

All College student service units have established learning support outcomes known as SSOs, which undergo a regular assessment cycle. Through the implementation and continuous evaluation of data reports as evidenced by program reviews, the College identifies and assesses student learning programs and student support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Assessment data in program reviews is used to improve student learning programs and support services (IIC2-01, IIC2-02, IIC2-03).

Once student services AUPs are submitted, a Student Services 2021-2022 Cluster Update Plan (CUP) is developed. The CUP is a broader holistic analysis of the different student support units at the College and is used to identify any overlapping needs across units. The Cluster Update Plan includes an analysis of student support service needs, goals, and resource allocation priorities to improve student programs and services (IIC2-04).

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

- The 2021-2022 General Catalog documents student services that are available at the College, including physical availability at both Monterey Park and the South Gate Educational Center, or online websites where appropriate (IIC3-01, pp. 50-60)
- The College's student support websites also show the range of services available and their accessibility (IIC3-02). For example:
    - Counseling
    - Divers-abilities Student Programs and Services (DSP&S)
    - Extended Opportunity Programs and Service (EOPS)
    - Transfer Center
    - Veterans Resource Center (VRC)
- The College also maintains asynchronous online services through video tutorials (IIC3-03). For example:
    - ELAC Counseling YouTube Channel
    - ELAC Transfer Center YouTube Channel
    - New Student Orientation
- Counseling 2021 PRSE Townhall Data demonstrates general student satisfaction with the accessibility of its student services (IIC3-04).

Analysis and Evaluation

The 2021-2022 General Catalog lists the College's comprehensive student service offerings to assist students. Brief descriptions, physical locations, websites, and phone numbers are listed for various services (IIC3-01).

The COVID-19 pandemic also bolstered online service delivery methods to complement existing in-person offerings. Any services that are delivered in-person can now be delivered via distance (remote) modality and/or asynchronously. An online presence has greatly increased accessibility and availability. For example, the Counseling website lists the different modes of remote contact (e.g., phone, online chat, video conference, or e-mail) as well as a physical presence at both Monterey Park and the South Gate Educational Center. Similarly, other student support websites also allow students to set up virtual appointments such as Transfer Center, EOPS, DSP&S, Athletics, Puente, and Veterans Resource Center (IIC3-02).

Individual student service units have developed asynchronous online resources with recorded media that can be accessed access at any time, including new student orientations as well as tutorials such as requesting official transcripts or applying to four-year institutions for transfer (IIC3-03).

Preliminary survey data, such as the 2021 program review public feedback solicited by Counseling, shows that students frequently indicate they enjoy the increased accessibility

offered by remote service modalities (IIC3-04). As noted in Standard II.C.1, the Student Services Division will engage in a broader evaluation of its remote services.

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

Evidence of Meeting the Standard

- LACCD Administrative Regulation (AR) S-9 establishes standards for eligibility to Associated Student Organization (ASO) Offices (IIC4-01).
- The Associated Student Union (ASU) bylaws include standards of eligibility and integrity for membership (IIC4-02).
- LACCD AR S-3 establishes responsibilities and procedures of a Finance Committee in overseeing ASO fund management (IIC4-03).
- Student Services Division's Master Calendar includes events sponsored by the ASU (IIC4-04).
- The range of clubs under the Inter-Club Council (ICC) represents a range of interests in fulfilment of the Mission (IIC4-05).
- 2021-2022 General Catalog includes information on requirements for co-curricular activities, including student athletes (IIC4-06, pp. 56-58).
- The 2021-2022 Athletics Department Handbook includes eligibility requirements, a code of conduct, and decorum policies (IIC4-07, pp. 20-22).
- Budget requests are also tied to the College's Annual Update Plans and general program review process (IIC4-08).

Analysis and Evaluation

Co-curricular programs support the College Mission and contribute to the social and cultural educational experience by providing a dynamic, student-driven, and highly respected student leadership program through the Associated Student Union (ASU) and the Inter-Club Council (ICC). Students involved in either ASU or ICC must meet LACCD S-9 requirements to participate, including enrollment in at least five (5) units during the fall and spring semester, maintenance of at least a 2.0 GPA during their term, and have fewer than 80 units completed. All student leaders must also abide by the LACCD Student Code of Conduct, demonstrating a standard of integrity (IIC4-01).

ASU's governing documents, including their constitution and bylaws are developed using federal, state, district and local policies. Article III of the ASU bylaws include conditions of membership in accordance with District S-9 requirements as well as an expected code of conduct (IIC4-02). The ASU yearly operating budget is developed in consultation with the Business office and approved by senior administration and current ASU executive board members. Per district policy, the Business office handles all transactions for the ASU and clubs and provides monthly expense reports showing the activity and balance in both the overall budget and each individual line-item account with administrative oversight by one of the deans

of Student Services (IIC4-03).

ASU activities contribute to the social and cultural dimensions of the educational experience of the student body by celebrating, acknowledging, and funding special activities such as Dia De Los Muertos altars, Lunar New Year interactive fairs, Black History month speaker series, Cinco De Mayo celebration, Women's History month documentaries, Domestic Violence Awareness vigil, and Thanksgiving and Christmas food giveaways. Additionally, ASU supports access to higher education by funding scholarships, campus tours, conferences, competitions, and the annual commencement ceremony (IIC4-04).

Operating under the ASU, the Inter-Club Council sustains Goal #3 of the College Mission (community-centered access, participation, and preparation that improves the College's presence in the community) with its range of clubs. For example, ELAC Puente Club creates social awareness amongst its members by mentally and financially preparing themselves for university transfer. The Undocu-Huskies Club focuses on social activism and providing educational support for undocumented students. Student-led NAMI (National Alliance on Mental Illness) seeks to raise awareness of issues related to mental health and wellness. The ELAC Game Club also promotes health and wellness through video and board games (IIC4-05).

Athletic programs at the College are also aligned with Goal #3 of the Mission. Student athletes obtain priority registration, providing that they have completed assessment and orientation, and have met with a counselor for completion of an educational plan. To maintain sound educational policy and standards of integrity, each student-athlete must also maintain a full-time academic status and minimum 2.0 grade point average. is required to meet with either athletic counselor a minimum of twice a year for a current educational plan. These eligibility requirements are clearly stated in the General Catalog (IIC4-06).

Eligibility requirements are also stated in the Athletics Department Handbook, along with an Athletic Code of Conduct and Decorum Policies which student athletes, coaches, personnel, staff, and volunteers must abide by. The code of conduct covers citizenship, class attendance, college training rules, team rules, and discipline policies. The process for financial disbursement requests is also included and requires the approval of the Athletic Director and supervising dean (IIC4-07).

Athletics is also integrated with the institutional budget planning process, which is tied to annual update plans and program review (IIC4-08). Each spring semester, the athletic department formulates an annual budget assumption for review and discussion by the Vice President of Instructional Services. With the exception of coaching stipends, which is set contractually, all aspects of the department's budget are a part of this review.

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

graduation and transfer policies.

Evidence of Meeting the Standard

- Academic counseling services are available in-person at Monterey Park and South Gate Educational Center and online (IIC3-02).
- Along with live counseling, online services such as an asynchronous New Student Orientation provide students with relevant information related to academic requirements (IIC5-01).
- Counselors and other personnel undergo regular trainings and attend workshops to ensure that they can also provide timely, useful, and accurate information (IIC5-02).
- Counselors are involved with the development of new student-centered initiatives such as Career & Academic Pathways (CAPS) to streamline student experiences (IIC5-03).
- The counseling liaison model ensures collaboration between counselors and specific disciplines to support student completion (IIC5-04).

Analysis and Evaluation

Counseling and other academic support services are available in both physical formats as well as in an online format to ensure that students have multiple ways to seek advising, as evidenced in the range of services discussed in Standard II.C.3.

From the initial contact students have with counseling through the matriculation process (such as New Student Orientation) through completion of their stated educational goals, the College provides accurate, comprehensive, and timely advising. The content guidelines for the asynchronous New Student Orientation ensure that students are familiarized with requirements related to programs of study and academic requirements offered by the College (IIC5-01).

Periodic trainings on the Student Information System (PeopleSoft) and evaluation/articulation processes ensure that students receive accurate information on equivalency and transferability of their coursework. Workshops also included information on local and associate degrees for transfer to better advise students on goals for student success (IIC5-02). The Counseling department also works closely with faculty in academic disciplines to develop and maintain the campus' Career and Academic Pathways (CAPS), which are detailed in the analysis for Standard II.C.6 (IIC5-03). Moreover, the counseling liaison model utilized by the College directly connects individual counselors with specific disciplines to ensure a dedicated student support resource that can efficiently advise students on the appropriate coursework to attain discipline goals. The liaison model ensures communication between instructional faculty and counselors regarding academic requirements and educational pathways offered by the College (IIC5-04).

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

- Board Policy 5010 establishes admission policies and qualifications for student enrollment (IIC6-01).
- The General Catalog (IIC6-02) lists relevant information such as:
    - Admissions Eligibility (pp. 16-18)
    - Graduation Requirements and Transfer Requirements (pp. 83-104)
- The Transfer Center serves as a student resource to advise students on degree pathways and includes a variety of services (IIC6-03).
- The College's Guided Pathways initiative has resulted in the creation of eight Career and Academic Pathways (CAPS) through a process of meta-analysis pre-planning (IIC6-04).
- The College has also published program maps to advise students on degree pathways, and a sample is included here (IIC6-05).

Analysis and Evaluation

The College adheres to District Board Policy 5010 which establishes the requirements for the admission of students as anyone over the age of 18 with a high school diploma or equivalent. BP 5010 also allows for the admission of some K-12 students as special part-time or full-time students for advanced scholastic or vocational courses (IIC6-01).

The College's admission policies are also documented in the 2021-2022 General Catalog, including general eligibility and the admission of K-12 students. These eligibility requirements are also published on the College website. The Catalog also outlines graduation requirements for degrees and certificates as well as transfer requirements (IIC6-02).

In addition, the Transfer Center on campus informs students about major pathways, university transfer eligibility, university transfer options, and support with the university application process using both in-person and remote services to allow accessibility for students that cannot attend an event or workshop due to time constraints. The online modality affords students the chance to view materials at their own pace and at the time that serves their needs (IIC6-03).

The Transfer Center also has mentors on staff to assist in providing additional student support in services ranging from application support, personal statement review, transfer checks, and university admissions appeal support to assist students with their transfer goals.

The College has adopted Career and Academic Pathways (CAPS) to streamline student experiences in meeting their goals. Preparation began in 2018 with faculty and student input in cluster analysis, which ultimately culminated in the creation of eight meta-majors CAPS that established a recommended sequence of courses across four semesters, including identifying milestones and key courses for program success (IIC6-04).

The program maps are readily available on the College website, and included here are samples

for degrees in Psychology; Mathematics; and Transfer for Law, Public Policy, and Society (IIC6-05). CAPS are easily identifiable for students on the website as well as easy to navigate. Our CAPS are integrated into CCC MyPath for students applying to college. The College regularly holds CAP-wide academic and career fairs, featuring alumni and faculty members. CAP knowledge is integrated throughout the college, including course syllabi, college websites, and in other forms, e.g., social media. Currently, a Program Mapper is also in the works to help students navigate CAP and make informed decisions.

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

Evidence of Meeting the Standard

- The General Catalog details AB 705-compliant placement criteria and processes based off a self-assessment of student's high school coursework (IIC7-01, pp. 23-24).
- Self-placement procedures are also documented on the website for Math, English, and ESL (IIC7-02).
- The Office of Institutional Effectiveness and Advancement (OIEA) regularly evaluates placement data, such as:
    - Success rates in transfer-level Math courses (IIC7-03)
    - Success outcomes in English 101 (IIC7-04)

Analysis and Evaluation

The College is an open-access institution that admits all applicants. Placement in gateway courses has been changed in response to state Assembly Bill 705. Course placement at the College is now based on a student's high school cumulative grade point average, high school grades, and high school courses taken. The Catalog provides information on criteria and guided self-placement for students (IIC7-01). This information is also published on the Assessment Center's website by respective disciplines (IIC7-02).

The Office of Institutional Effectiveness and Advancement (OIEA) regularly analyzes placement results generated through AB 705 placement measures to validate their effectiveness. English and mathematics department faculty work with OIEA to review and analyze such results. For example, based off a preliminary analysis of transfer-level mathematics courses, guided self-placement had the highest success rate, and success rates were generally consistent across spring 2020 to 2021 semesters (IIC7-03). An analysis of success outcomes in English 101 from spring 2020 to fall 2021 noted slightly higher retention rates when students were enrolled in a co-request English 72 course (IIC7-04).

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

Evidence of Meeting the Standard

- E-mail from District IT verifies the regularity of data backup (IIC8-01).
- Board Policy and Administrative Procedure 5040 establish District policies on student records, directory information, and privacy (IIC8-02).
- The 2021-2022 General Catalog includes District and College policies and procedures related to student records and the control of personal identifiable information (IIC8-03, pp. 32-33).

Analysis and Evaluation

Student records maintenance is based on their classification as stipulated by the District Office. Once classified, required student records are scanned and other documents are shredded after a set period of time has passed. Physical copy of documents that students submit for their financial aid process are scanned and stored on the campus ViaTron Imaging system and/or Campus Logic Financial Aid Verification processing system. Hardcopies of permanent student records are stored in a fire-proof and water-proof vault within the Admissions and Records Office.

Online student records reside in the District Student Information System, which is secured with firewalls and each staff member is assigned an individual login ID, password, and access privileges to protect the privacy of student education records. The District Office provides regular system maintenance, updates, and daily backup. Data is backed up at a different physical location to ensure access in the event of a disaster (IIC8-01).

All release of student records conforms to policies established by BP and AP 5040, which requires the written consent of the student (IIC8-02). These policies are clearly published in the General Catalog with the recognition that student records must be preserved with confidentiality. The policy in the catalog also explicitly defines the conditions under which student information may or may not be released (IIC8-03).

The Financial Aid Office also ensures security based on Title IV record retention requirements, which requires that:

- Pell Grant and Campus Based Program related information which include but are not limited to recipient's information, disbursement, account statement, program reconciliation reports, audit reports, school responses, and FISAP report, etc. must be kept for three years after the end of the award year in which they were submitted.
- Direct Loan records must be kept for three years from the end of the award year in which the student last attended.
- Physical documents are kept for five or more years before being destroyed. Imaged copies of the documents are retained for at least ten years.

However, there are some areas of improvement: Ensure the consistent security of student records at both Monterey Park and South Gate Educational Center (SGEC); currently, the South Gate Educational Center also needs appropriate storage measures (such as a fireproof/waterproof safe) to ensure the integrity of any student records maintained at that site.

Conclusions on Standard II.C: Student Support Services

Through the implementation and continuous evaluation of data, as evidenced in the program review process, the College regularly evaluates the quality of student support to ensure equitable access to services that promote student learning, regardless of location or means of delivery, with the goal of continuous improvement. The College identifies and assesses outcomes for its service units and the student population and provides appropriate student support services to increase student achievement. Counseling services assist and support student development. Student records are maintained in accordance with board policy, as well as state and federal laws and regulations. Student support services are consistent with and support the College Mission.

Evidence List

IIC1-01 2016 Assessment, Orientation, and Counseling (AOC) Days Student Survey
IIC1-02 2017 AOC+R Day Student Survey
IIC1-03 Fall 2016 Majors' Fair Survey
IIC1-04 Spring 2018 Online New Student Orientation Survey
IIC1-05 Spring 2019 Divers-abilities Student Programs and Services (DSP&S) survey
IIC1-06 Counseling PRSE Form
IIC1-07 DSP&S PRSE Form
IIC1-08 Veterans Resource Center PRSE Form

IIC2-01 Admissions & Records 2021-2022 AUP
IIC2-02 Counseling 2021-2022 AUP
IIC2-03 Financial Aid 2021-2022 AUP
IIC2-04 Student Services 2021-2022 Cluster Update Plan

IIC3-01 General Catalog, pp. 50-60
IIC3-02 College Student Support Webpages
IIC3-03 Student Support Video Tutorials
IIC3-04 Counseling PRSE

IIC4-01 LACCD Administrative Regulation (AR) S-9
IIC4-02 Associated Student Union (ASU) Bylaws
IIC4-03 LACCD AR S-3
IIC4-04 Student Services Division's Master Calendar
IIC4-05 Inter-Club Council (ICC) Clubs
IIC4-06 General Catalog, pp. 56-58
IIC4-07 Athletics Department, pp. 20-22

IIC4-08 Athletics AUP

IIC5-01 Asynchronous New Student Orientation
IIC5-02 Counselor Workshops and Training
IIC5-03 Career & Academic Pathways (CAPS)
IIC5-04 Counseling Liaison Model

IIC6-01 Board Policy 5010
IIC6-02 General Catalog, pp. 16-18, 83-104
IIC6-03 Transfer Center Website
IIC6-04 Career and Academic Pathways (CAPS)
IIC6-05 Program Maps

IIC7-01 General Catalog, pp. 23-24
IIC7-02 Self-Placement Procedures
IIC7-03 Success Rates in Transfer-Level Math Courses
IIC7-04 Success Outcomes in English 101

IIC8-01 E-mail from District IT
IIC8-02 BP and AP 5040
IIC8-03 General Catalog, pp. 32-33

Standard III: Resources

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

A. Human Resources

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

District Evidence of Meeting the Standard

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

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

The following documents provide guidance for recruitment and candidate selection:

- HR Guide 110: Academic Administrator Selection (DIIIA1-03)
- HR Guide 121: Instructor, Special Assignment and Consulting (DIIIA1-04)
- HR Guide 122: Faculty Limited (DIIIA1-05)
- HR Guide 124: Faculty, PACE (DIIIA1-06)
- HR Guide 130: Adjunct Faculty Hiring (DIIIA1-07)
- Board Policy 7120: Recruitment and Hiring (DIIIA1-08)
- Board Policy 7270: Unclassified/Student Employees (DIIIA1-09)
- The CCC Registry (DIIIA1-10)
- Recruitment Strategies list of resources for developing a diverse pool of candidates (DIIIA1-11)

All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of six weeks. The District Human Resource Department also conducts regular recruitments for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 (DIIIA1-12). As with permanent faculty, each college follows this process to conduct screening of eligible adjuncts from the established pools in order to ensure that the qualifications are aligned with the local programmatic need, and the College makes final selections for successful candidates.

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

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

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The following employment opportunity announcements were used in the hiring of College personnel:
    - FY 2019 Dean of Liberal Arts and Sciences (IIIA1-01)
    - FY 2019 Kinesiology Instructor (IIIA1-02)
    - FY 2020 Art Gallery and Museum Director (IIIA1-03)

College Analysis and Evaluation

The College adheres to all District policies and procedures detailed above to ensure the appropriate selection of qualified personnel. The job announcements for all College positions clearly state minimum criteria and qualifications for employment, along with the screening process. For example, the Dean of Liberal Arts and Sciences position clearly lists the minimum entrance qualifications and also includes the dean's responsibility to "supervise and develop programs as described in the Master Plan," which is developed in service of the College Mission. The screening process is clearly detailed under the "Evaluation Process" of the job announcement (IIIA1-01).

Faculty qualifications are also clearly stated in a job announcement, including minimum qualifications, such as in the tenure-track job announcement for a kinesiology instructor. Along with teaching obligations, the job description describes duties related to the institutional mission, including participation in program review processes, participatory governance committees, learning outcomes assessment, and other related activities (IIIA1-02).

Classified positions also include minimum educational and experience requirements and a description of the selection process, as evidenced in the job announcement for an art gallery and museum director for the Vincent Price Art Museum. Typical duties include supporting the college art gallery and museum exhibitions, also in relation to college life, educational programs, and with an effective working relationship with the fine and applied art departments on campus (IIIA1-03).

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

District Evidence of Meeting the Standard

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

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

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

All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (DIIIA2-07).

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- ELAC Academic Senate developed a policy for establishing a hiring selection committee for new faculty (IIIA2-01).
- The following faculty job announcements also include information related to the standard:
    - FY 2019 Kinesiology Instructor (IIIA2-02)
    - FY 2022 ASL/English Interpreting Instructor (IIIA2-03)
    - FY 2022 Bio Tech Instructor (IIIA2-04)

College Analysis and Evaluation

The College adheres to all District policies and procedures detailed above to ensure the appropriate qualifications of faculty. The Academic Senate also approved a generic policy for establishing a hiring selection committee in 2014, which still informs the selection process. Each faculty selection committee at the College includes faculty members with relevant subject area expertise, one administrator, and one Equal Employment Opportunity Representative (EEO Rep) who serves as a non-voting member and ensures that the selection process is fair (IIIA2-01).

The attached three samples of faculty job announcements from three different discipline areas (Kinesiology, American Sign Language/English Interpreting Instructor, and Biotechnology Instructor) demonstrate that minimum qualification factors are clearly listed, and job duties/responsibilities all include curriculum development/review and learning assessment (IIIA2-02, IIIA2-03, IIIA2-04).

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

District Evidence of Meeting the Standard

LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on

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

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The range of job announcements demonstrate that the College administrators and other employees responsible for educational program and services meet required qualifications:
    - FY 2019 Dean of Liberal Arts and Sciences (STEM) (IIIA3-01)
    - FY 2019 Vice President of Academic Affairs (IIIA3-02)
    - FY 2021 Honors Coordinator (IIIA3-03)

College Analysis and Evaluation

The College adheres to all District policies and procedures to ensure that administrators and other employees meet necessary qualifications. The Dean and Vice President job announcements require that applicants meet minimum qualifications as established by the District and detailed in the narrative above (IIIA3-01, IIIA3-02).

The job announcement for the Honors Program Director is an example of an instructor special assignment in which a faculty employee oversees a campus educational program. The job announcement clearly establishes minimum and desirable qualifications for the position (IIIA3-03). The review process of faculty qualifications is detailed in Standard III.A.2.

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

District Evidence of Meeting the Standard

LACCD ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. All applicants are required to transmit official transcripts from their educational institution(s) to the Human Resource Department to validate minimum qualifications (DIIIA4-01; DIIIA4-02). The process of vetting

transcripts from outside the U.S. requirements is clearly stated on job announcements: "Degrees and credits must be from accredited institutions. Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service."

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The following job announcements at the College include language that require faculty and administrators to have required degrees from accredited institutions:
  - FY 2019 Dean of Liberal Arts and Sciences (STEM) (IIIA4-01)
  - FY 2019 Kinesiology Instructor (IIIA4-02)

College Analysis and Evaluation

The College adheres to District requirements for required degrees. Job announcements for faculty and administrators establish that minimum requirements for all candidates must have a degree from "an accredited College or University in the United States." In the case of degrees conferred from non-US institutions, equivalence is established by the District processes detailed above. All College job announcements also note that "foreign degrees will need to be evaluated by an approved foreign evaluation agency" (IIIA4-01, IIIA4-02).

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

District Evidence of Meeting the Standard

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

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements:

- College Faculty Guild, Local 1521 (DIIIA5-01; DIIIA5-02; DIIIA5-08).
- AFT College Staff Guild, Local 1521A (DIIIA5-03; DIIIA5-09).
- Building and Construction Trades Council (DIIIA5-04; DIIIA5-10).

- LA City and County Schools Employees Union, Local 99 (DIIIA5-05; DIIIA5-12).
- Supervisory Employees' Union, S.E.I.U Local 721 (DIIIA5-06; DIIIA5-11).
- California Teamsters Public, Professional and Medical Employees' Union, Local 911 (DIIIA5-07; DIIIA5-13).

Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in Board Policy 7150 (DIIIA5-14), Personnel Commission Rule 702 (DIIIA5-15), and Human Resource Guides E210 and E215 (DIIIA5-16; DIIIA5-17).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system (DIIIA5-18). Due to the COVID-19 pandemic, the District negotiated MOU's to delay evaluation periods for Spring 2020 through Spring 2021 (DIIIA5-19; DIIIA5-20; DIIIA5-21; DIIIA5-22; DIIIA5-23; and DIIIA5-24). These efforts were enacted to ensure that evaluations would take into account the move to remote work environments and changes to job functions.

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The College Faculty Handbook includes a section documenting the process of faculty evaluation (IIIA5-01).
- Presidential memo outlines current plans for evaluations (IIIA5-02).

College Analysis and Evaluation

The College adheres to all evaluation procedures adopted by the District and in accord with the articles and evaluation forms established in the collective bargaining agreements evidenced above. At the College level, some of the evaluative processes are included in publications distributed to the campus community (IIIA5-01).

During the pandemic response (2020-2022), there were significant shifts in the evaluation deadlines to accommodate for the emergency conditions and for workplace adjustments due to remote teaching and learning. Many evaluations were put on pause. This led to an accumulation of evaluations due in the same period (2021-2022). To assure the most effective evaluations for increasing student outcomes, the College has developed a plan by which all evaluations will be completed by December 2022.

Action Plan

The College is committed to completing all past due and scheduled evaluations by December 31, 2022. The College President subsequently drafted a memo to campus administrators and supervisors outlining an improvement and accountability plan to ensure all evaluations are completed by December of 2022 (IIIA5-02).

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

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

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

District Evidence of Meeting the Standard

Based upon available resources, and the results of the prioritization processes, the College submits a Notice of Intent (NOI) and job descriptions for each faculty position it intends to fill (DIIIA7-01).

District Analysis and Evaluation

The annual review of staffing provides the opportunity for departments with faculty to review data about the department to determine whether faculty levels are adequate. If the department determines a need for additional faculty, it is indicated in their annual program review. There are processes for prioritizing faculty hiring assures adequate staffing levels.

College Evidence of Meeting the Standard

- The Hiring Prioritization Committee (HPC) at ELAC oversees requests for faculty hiring, and its process is described in the 5th edition of the Governance Policy Handbook (IIIA7-01, pp. 41-42)
- Data-based hiring decisions are informed by each department's Annual Update Plan (AUP), which is a part of the Program Review Self-Evaluation:
    - Allied Health AUP 2020-2021 (IIIA7-02)
- Appendix C of the AFT contract includes evaluative criteria to assure fulfilment of faculty responsibilities related to educational programs and services (IIIA7-03).

College Analysis and Evaluation

The Hiring Prioritization Committee, a committee of the Academic Senate, uses a Senate approved process to rank all growth and replacement positions based on data provided by the

Office of Institutional Effectiveness, the AUP narrative, and hiring request forms. Final rankings of position requests are approved by the Senate and sent to the President to determine which will be hired. These documents and processes serve as the basis for resource allocation decisions, and further details including timelines are discussed in the Governance Policy Handbook (IIIA7-01). Concurrent to Senate review, the Budget Committee also recommends the number of faculty hires to the Shared Governance Council based on the Faculty Obligation Number (FON).

Each department or unit has an opportunity to substantiate the need for new full-time faculty hires utilizing the templates included in the PRSE and AUP forms. As a part of the process, departments demonstrate their needs using data, evaluation, and plans for quality improvement such as maintaining sufficient faculty. For example, such analysis was conducted as a part of the Allied Health Department's request for a full-time Health Information Technology faculty position and a request was submitted to the HPC (IIIA7-02).

Appendix C of the AFT 1521 Contract includes evaluation forms for faculty to ensure that time faculty make active contributions to the College, discipline, and department as a part of their responsibilities as well as engaging in professional development to better support educational programs and services (IIIA7-03).

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

District Evidence of Meeting the Standard

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

- FLEX workshops available through the Vision Resource Center (DIIIA8-01).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory government committees, town halls, academic senate, and on program review committees (DIIIA8-02).
- In addition, adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions. These activities help them to be appropriately oriented to LACCD and our students, and to become engaged with student life and the academic processes of LACCD.

District Analysis and Evaluation

Orientation, communications, and professional development activities are made available to all adjunct faculty to participate.

College Evidence of Meeting the Standard

- The 2020-2023 AFT Local 1521 Adjunct Survival Guide is a resource available on the College website designed for adjunct faculty (IIIA8-01).
- The Office of Professional Development maintains a range of activities and resources for the integration of adjunct faculty into the College as evidenced in the District narrative above (DIIIA8-02), such as:
    - Adjunct Faculty Online Flex Canvas Course
    - One Day Orientation
    - New Faculty Institute
    - The Teaching and Learning series

College Analysis and Evaluation

In addition to the District evidence, the College's Professional Development website also hosts the 2020-2023 Adjunct Survival Guide, which overviews general adjunct rights and responsibilities, presents expectations of professional development and institutional involvement, and outlines the evaluation process in accordance with the AFT 1521 Contract (IIIA8-01).

Furthermore, the Office of Professional Development in collaboration with the Senate-appointed campus adjunct representatives, AFT 1521 Chapter President, and other key adjunct representatives plan and provide ongoing adjunct orientations at the beginning of the academic year and related professional development. The New Faculty Institute (NFI) is a 10-month program (August to May) which integrates synchronous and asynchronous modalities to provide new faculty (both full-time and part-time) an opportunity to connect with colleagues and fosters community building within and across disciplines. NFI features a unique blend of basic faculty orientation with high-level discussions about equitable teaching practices and action-based projects to promote student success. An online Canvas course, Adjunct Faculty Online Flex Course, was created to provide resources and information to adjunct faculty who could not attend the in-person NFI. The One-Day Orientation is also an opportunity to bring aboard adjunct faculty, and regular PD event such as the Community of Practice coffee chats as well as the Teaching and Learning Series exemplify the types of activities that welcome the participation of adjuncts to integrate themselves into the campus community. Some of the speakers have included adjuncts as well (DIIIA8-02).

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

College Evidence of Meeting the Standard

- Requests for a non-faculty position must first be justified as a part of the Annual Update Process. For example:
    - 2020-2021 Request for a Life Sciences Laboratory Technician (IIIA9-01)

- Article 44 of the AFT 1521 agreement addresses clerical and technical support (IIIA9-02).
- The Human Resources Committee (HRC) utilizes a scoring rubric to evaluate the need for a non-faculty position request (IIIA9-03).

College Analysis and Evaluation

The College utilizes the Program Review Self-Evaluation (PRSE) and Annual Update Plan (AUP) processes to ensure a sufficient number of staff with appropriate qualifications are hired to support the effective educational, technological, physical and administrative operations of the institution. The department's programmatic goals and objectives are supported by data provided by the Office of Institutional Effectiveness and Advancement (OIEA) as well as results from outcome assessments to determine whether additional staffing is required to meet the mission of the college. If the attainment of these goals and objectives justifies additional staffing, a staffing request is attached to the PRSE and the AUP submissions for further consideration. For example, the request for a Life Sciences Laboratory Technician in 2020-2021 demonstrates justification based off program growth, outreach, and student success in alignment with the Mission (IIIA9-01).

Requests for new non-faculty positions are forwarded to the Human Resources Committee (HRC) for review and prioritization. Exceptions include replacement positions, grant funded positions and clerical support positions as described in Article 44 of the AFT 1521 agreement (IIIA9-02). A rubric is used to rank requests according to criteria set forth by the committee in developing the prioritization list (IIIA9-03). The HRC is composed of college staff, non-voting faculty, and non-voting administrators. The HRC forwards the prioritized non-faculty position request list to the ELAC Shared Governance Committee (ESGC) for approval. The President's cabinet reviews the ESGC approved list and makes a final decision on which positions to include in the upcoming fiscal year budget. Once positions are approved at the campus, the District's Office of Human Resources, for certificated positions, or Personnel Commission, for classified positions, is formally notified and the process to fill new positions begins.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

District Evidence of Meeting the Standard

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

District Analysis and Evaluation

LACCD has policies in place to determine minimum administrator staffing levels.

College Evidence of Meeting the Standard

- The College organizational chart reflects the current administrative structure of the College (IIIA10-01)
- The College utilizes Cluster Update Plans outlined in the Governance Policy Handbook to set goals and resource allocation priorities (IIIA10-02).
- Staffing requests for administrative positions can be requested through a Cluster Update Plan, such as a request for an associate dean of student services (IIIA10-03).
- All administrators must have appropriate preparation and qualifications, as discussed in III.A.3.

College Analysis and Evaluation

The College maintains an administrative structure with appropriate preparation and expertise to provide continuity and effective leadership. Currently, the College currently employs a president, four vice presidents, one associate vice president, 19 deans, and four classified managers (IIIA10-01).

Administrative positions can be requested through a Cluster Update Plan, which is a regular part of the planning process defined in the Governance Policy Handbook. The main purpose of the CUP is to monitor progress on recommendations received during the Program Review Self-Evaluation process and establish planning goals and resource allocation priorities (IIIA10-02). For example, the 2016-2017 CUP for Student Services identified the need for an associate dean to meet the cluster goal that "Student Services has updated technology and is adequately staffed to meet mandates and initiatives." The goal was written in alignment with the Educational Master Plan, Technology Master Plan, and Goal #1 of the College Mission (IIIA10-03).

All administrators hired at the College must meet minimum qualifications and criteria. Additional requirements, if applicable, are defined by the selection committee. Processes and policies are also discussed in Standard III.A.3.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

District Evidence of Meeting the Standard

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

Item	Location
BP Chapter 7	On the LACCD BoardDocs Homepage, click on the Polices link (DIIIA11-01)
HR Protocols	Human Resources Website (DIIIA11-02)

Collective Bargaining Agreements	Human Resources Website (DIIIA11-03)
Employee Forms	Human Resources Website (DIIIA11-04)

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

College Evidence of Meeting the Standard

- The College's Human Resources website references District personnel policies and webpages (IIIA11-01).

College Analysis and Evaluation

The College adheres to all the District's personnel policies and procedures detailed above, including the administration of policies based off agreements with the District's collective bargaining units. The College's Human Resources webpage links to policies and procedures found on the District's Human Resources website (IIIA11-01).

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

District Evidence of Meeting the Standard

One of the Los Angeles Community College District's core values is "The Power of Diversity." LACCD has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of Access and Opportunity, Excellence and Innovation, Student Learning and Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (DIIIA12-01). The District offers a broad range of trainings that support, encourage, and address issues related to diversity and equity as it relates to personnel and students. Faculty are able to use resources through the Vision Resource Center (DIIIA12-02). The LACCD Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (DIIIA2-03). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (DIIIA12-03).

To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool (DIIIA1-11). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of

Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must have participated in EEO Hiring Committee Training every three (3) years. Each academic and/or classified hiring panel includes a non-voting EEO Representative selected by the college president (DIIIA12-04).

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

In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad-Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. These provide opportunities for faculty, staff, administrators, students, and the community to participate discuss policies and procedures related to equity and diversity (DIIIA12-06; DIIIA12-07; DIIIA12-08; DIIIA12-09; DIIIA12-10).

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- Board Policy 7100 establishes commitment to diversity in employment (IIIA12-01).
- At Shared Governance Council on October 26, 2020, the President presented how the College would implement a Framework of Social Justice and Racial Equity (IIIA12-02).
- The Office of Professional Development offers a number of workshops and resources to support personnel in various capacities, including on issues of diversity, equity, and inclusion:
    - The Opening Day 2021 program focused on Diversity Equity and Inclusion as a

main theme (IIIA12-03).
    - Newly hired faculty are supported in their new role at the New Faculty Institute (IIIA12-04)
    - Fall 2021 Equity Matters Newsletter (IIIA12-05)
    - Equity Leadership Alliance Sessions, Equity Audit Dialogues, and Racial Equity and Social Justice Town Hall Series (IIIA12-06)

College Analysis and Evaluation

The College adheres to the District policies and practices that support the diverse personnel, including District Board Policy 7100 which recognizes the significance of diversity in the academic environment (IIIA12-01).

DEI has been a major initiative at this College in the last few years. On October 2020, President Roman presented upon the College's adoption of a Framework for Social Justice and Racial Equity (IIIA12-02). While the Framework referenced student learning and education, for personnel, this also included the review of policies and practices to identify systemic barriers to recruitment, hiring, supervision, and promotion of personnel. The Framework also supports faculty efforts to review and redesign curriculum, support the alignment of professional development around diversity, equity, and inclusion; planning and trainings around race, justice, equity, and inclusion.

As a result, the Office of Professional Development has initiated many programs and services that support diverse personnel, including a focus on Diversity, Equity, and Inclusion as the theme for Opening Day 2021 (IIIA12-03):

- For newly hired faculty, the annual New Faculty Institute (NFI) is an ongoing opportunity to learn about the College along with developing curriculum geared toward a diverse classroom (IIIA12-04).
- The Fall 2021 Equity Matters Newsletter demonstrates the range of College's schedule and activities around supporting issues of diversity, equity, and inclusion (IIIA12-05).
- Equity Leadership Alliance Sessions, Equity Audit Dialogues, and the Racial Equity and Social Justice Town Hall Series (IIIA12-06) are events to build an anti-racist culture at ELAC. The town halls provide an ongoing forum that addresses racial and social justice issues to promote equitable, anti-racist environments. These are intentional approaches to engage campus stakeholders through fostering conversations and initiatives that further the college's action plan for equitable institutional practices. This work is data- and research-driven to empower individuals to be leaders and ambassadors in advocating for equity and antiracist practices across campus, to encourage openness and voicing of concerns in productive dialogue, and to promote racial literacy and cultural competencies toward campus cohesion and success.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

District Evidence of Meeting the Standard

One of LACCD's Core Values is Public Accountability and Transparency. As such, the LACCD adheres to several policies that address written codes of professional ethics for all its personnel, including Board Policy 2715 covering the Board of Trustees (DIIIA13-01), Personnel Commission Laws & Rules 735 covering all classified employees (DIIIA13-02), and California Education Code §87732 for academic employees (DIIIA13-03). Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty.

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The Academic Senate promotes collegiality on campus through its work with the Committee on Academic Freedom and Ethics, which periodically reviews the Faculty Ethics Policy (IIIA13-01).
- Article 5 and Appendix O of the AFT 1521 2020-2023 Contract establish expectations of professional behavior and processes in case of conflict (IIIA13-02).
- The 2021 LACCD's Personnel Commission Employee Handbook includes a statement on expected standards of conduct (IC10-02, p. 32).

College Analysis and Evaluation

The College adheres to all District codes and policies for personnel regarding professional and ethical conduct. At the College level, the Academic Senate periodically reviews and updates its Faculty Ethics Policy, which was last revised in 2018. The Ethics Policy establishes expectations of maintaining the best scholarly and ethical standards, fostering a culture of respect and civility, maintaining collegial faculty, securing student access and success, maintaining honest academic conduct, maintaining scholarly and academic competence, creating a learning environment of trust and sensitivity, and establishing academic standards (IIIA13-01).

The College also abides by Article 5 in the AFT 1521 contract, which establishes the expectation that the Board and AFT shall strive to promote a collegial and non-hostile workplace for all employees. Department and division chairs have the obligation to facilitate collegiality and adherence to applicable professional standards. In the case of non-collegiality concerns, concerns can be reported for further investigation and resolution by the administration using the reporting form found in Appendix O of the contract (IIIA13-02).

As discussed in Standard I.C.10, the College also utilizes the LACCD's 2021 Personnel Commission Employee Handbook to inform code of conduct policies for employees (IC10-02).

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

District Evidence of Meeting the Standard

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

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

District Analysis and Evaluation

There are appropriate opportunities for staff, faculty, and administrators to professionally develop at all levels

College Evidence of Meeting the Standard

- The Professional Development Equity Plan is evidence of the appropriate opportunities for professional development, consistent with the mission of the college, on pedagogy, technology, and equity-minded teaching (IIIA14-01).
- The Teaching & Learning Series focuses on sharing strategies that can be implemented at the course level to create inclusive climates and engage all students in deep learning, including culturally relevant and equity-minded curricular redesign (IIIA14-02).
- Equity Audit Dialogues and Speaker Series fosters critical space for students, faculty, and staff to deepen our understanding of and commitment to anti-racist and equity-minded educational frameworks (IIIA14-03).
- Racial Equity & Social Justice Town Hall Series is open to all ELAC students and employees to learn and engage in discussions about racial equity and social justice topics are discussed in III.A.12 (IIIA14-04).
- The PD Office regularly evaluates the professional learning programs and utilizes the results of these evaluations to improve PD programming (IIIA14-05).

College Analysis and Evaluation

The Office of Professional Development's efforts are rooted in the College Mission and Vision with its emphasis on student- and community-centeredness, as evidenced in the 2020 PD Equity Plan, which aligns goals with institutional plans (IIIA14-01). The Office of Professional Development in collaboration with key constituent groups, such as the President's Office, Equity Leads, Equity Coordinator, Academic Senate, Guided Pathways, VP of Student Affairs, Library, District PD Coordinators, Women and Gender Studies, Health Center, Emergency Preparedness Committee, UMOJA, and One Zone planned, coordinated, created, and implemented and equity-minded professional learning programming for all employees.

Staff and faculty-led and designed workshops were created to share new practices, routines, and proven strategies to create an equitable and inclusive climate for all students and are intended to align with Goals #1 and #2 of the College Mission. For example, the Teaching & Learning Series offers College employees with workshops on self-regulated learning, active learning, research-based principles for building inclusive communities and teaching to increase student learning, developing a first-gen mindset, recognizing student learning and success and to consider how information about who our students are and how they are performing can be used to ensure their success (IIIA14-02). The PD Office also has facilitated social justice and equity-minded series (IIIA14-03, IIIA14-04).

The PD Office also regularly evaluates its programs and activities, as evidenced in these surveys of the 2021 Opening Day event, an event featuring Pat Harvey in the Racial Equity and Social Justice Town Hall Series, and general professional development needs for faculty, administrators, and staff during Fall 2021 (IIIA14-05).

Recent state and campus-wide initiatives and COVID-19 brought many changes and challenges affecting our students, curriculum, disciplines, and departments. Despite these challenges, the PD Office has continued offering its virtual professional development opportunities around culturally responsive teaching and practices, equity-minded teaching online practices, community of practice activities, and health and wellness workshops.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

District Evidence of Meeting the Standard

The LACCD HR Department maintains the official personnel file of record. It stores files in a secure room with key access to which only designated HR employees have access.
The collective bargaining unit agreements for faculty and classified staff enables employees to review and access their personnel records and files with an HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR (DIIIA15-01).

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- HR P-102 is the District policy on employee information release (IIIA15-01).

College Analysis and Evaluation

The College abides by District policy on employee information release (IIIA15-01) as well as the collective bargaining unit agreements detailed in the District response above. The ELAC Human Resources Office at the Corporate Center keeps copies of some campus personnel forms. These forms are kept in the locked cabinets in a secured staff office, and only three HR staff have keys to access these file cabinets. College employees can request to see the contents of their campus personnel files by sending a written request to schedule an appointment.

Conclusions on Standard III.A: Human Resources

The LACCD has consistent policies and procedures for all colleges to follow. Required qualifications are verified, including having non-U.S. transcripts assessed. The District and College have planning processes in place to determine staffing levels and the resources that will be provided for college staffing. Faculty, staff and administrators are evaluated annually, with a system in place to track the completion of evaluations. Agreements with bargaining units delayed completion of annual evaluations during the pandemic.

The Board of Trustees has policies for expected professional conduct. LACCD maintains a pool of diverse faculty, staff, and administrators. Focused efforts by LACCD to create institutions that include equitable practices have become a fabric of the institutions. The District maintains secure storage for personnel files that are made available to employees on request.

The College adheres to established District procedures when hiring, selecting, and evaluating sufficient personnel to serve the needs of the institution. All personnel are expected to abide by established codes of conduct. The College has documented processes and equity-minded practices to support all personnel, including adjunct faculty, and provide professional development opportunities. The College also provides for the security and confidentiality of personnel records.

Improvement Plan(s)

The onset of the pandemic impacted the College's evaluation rates. The College has a plan to complete past due and current evaluations by December 31, 2022 (III.A.5).

Evidence List

DIIIA1-01 HR Org Chart Operations Enhanced
DIIIA1-02 HR Guides HR R-110 through R-400
DIIIA1-03 HR Guide R-110
DIIIA1-04 HR Guide R-121
DIIIA1-05 HR Guide R-122
DIIIA1-06 HR Guide R-124
DIIIA1-07 HR Guide R-130 on Academic Employee Hiring
DIIIA1-08 BP 7120 Recruitment and Hiring
DIIIA1-09 BP 7270 Unclassified/Student Employees
DIIIA1-10 CCC Registry
DIIIA1-11 Recruitment Journals and Websites for Job Searches
DIIIA1-12 HRGuide R-130 Adjunct Faculty Hiring August 2017
DIIIA1-13 PC Laws and Rules
DIIIA1-14 PC Class Specifications
DIIIA1-15 Personnel Commission Website for positions and job descriptions
DIIIA1-16 PC Rule 615
DIIIA1-17 Classified Staffing Request
IIIA1-01 Dean of Liberal Arts and Sciences
IIIA1-02 Kinesiology Instructor Job Announcement
IIIA1-03 Art Gallery and Museum Director Job Announcement

DIIIA2-01 Updated CCCCO 2020 Report Min Qualifications-
DIIIA2-02 Academic Jobs
DIIIA2-03 EEO Plan
DIIIA2-04 Equivalency Committee (DEC)
DIIIA2-05 HR R-130N
DIIIA2-06 AP 7211
DIIIA2-07 Faculty Job Description
IIIA2-01 Academic Senate Hiring Selection Committee Policy
IIIA2-02 Kinesiology Instructor Job Announcement
IIIA2-03 ASL/English Interpreting Instructor Job Announcement
IIIA2-04 Bio Tech Instructor Job Announcement

DIIIA3-01 LACCD Employment Webpage
IIIA3-01 Dean of Liberal Arts and Sciences (STEM) Job Announcement
IIIA3-02 Vice President of Academic Affairs Job Announcement
IIIA3-03 Honors Coordinator Job Announcement

DIIIA4-01 BP 7210 Academic Employees
DIIIA4-02 LACCD Board Rules Chapter X, Article III
IIIA4-01 Dean of Liberal Arts and Sciences (STEM) Job Announcement
IIIA4-02 Kinesiology Instructor Job Announcement

DIIIA5-01 AFT Faculty Guild Article 19 - Evaluation Procedures
DIIIA5-02 AFT Faculty Guild Article 42- Tenure
DIIIA5-03 AFT 1521A Staff Guild CBA Evaluation Process
DIIIA5-04 Building & Construction Trades CBA Article 15 - Trade Evaluation Procedures
DIIIA5-05 SEIU Local 99 - Article 12 - Evaluation Procedures
DIIIA5-06 SEIU 721 - Article 11 - Evaluation Procedures
DIIIA5-07 Teamsters - Article 8 - Evaluation Procedures
DIIIA5-08 Faculty Evaluation Form ACD
DIIIA5-09 Form-PE-CT-PM - Classified Staff Permanent Employee Evaluation
DIIIA5-10 Form-PE-CR Classified Staff Building Trades Evaluation
DIIIA5-11 Form-PE-CS Classified Staff, Local 721 Evaluation
DIIIA5-12 Local 99 Appendix C Evaluation
DIIIA5-13 Teamsters Perf Eval Form
DIIIA5-14 BP 7150 Evaluations
DIIIA5-15 PC Rule 702
DIIIA5-16 HR-E210 Guide PerfEval SrAcadMgr
DIIIA5-17 HR-E215 Guide PerfEval Acad Coll VP
DIIIA5-18 Evaluation Reminder Sample EASy_Redacted
DIIIA5-19 AFT 1521 MOU 2021
DIIIA5-20 AFT1521A MOU 2020
DIIIA5-21 Trades MOU 2020
DIIIA5-22 Teamsters MOU 2020
DIIIA5-23 SEIU 99 MOU 2020
DIIIA5-24 SEIU 721 MOU 2020
IIIA5-01 College Faculty Handbook
IIIA5-02 College President Memo

DIIIA7-01 Notice of Intent (NOI)
IIIA7-01 Governance Policy Handbook, pp. 41-42
IIIA7-02 Allied Health AUP
IIIA7-03 Appendix C of the AFT 1521 Contract.

DIIIA8-01 ELAC - Vision Resource Center (FLEX)
DIIIA8-02 Adjunct Support Sample
IIIA8-01 AFT Local 1521 Adjunct Survival Guide

IIIA9-01 AUP Request for a Life Sciences Laboratory Technician
IIIA9-02 Article 44 of the AFT 1521 Agreement
IIIA9-03 Human Resources Committee Scoring Rubric

DIIIA10-01 Unrestricted General Fund Allocation Model
IIIA10-01 College Organizational Chart
IIIA10-02 Governance Policy Handbook, p. 64
IIIA10-03 Cluster Update Plan

DIIIA11-01 Board Policies

DIIIA11-02 HR Guides
DIIIA11-03 Union Contracts
DIIIA11-04 Faculty & Staff Resources Forms
IIIA11-01 College's Human Resources Website

DIIIA12-01 BP 1200
DIIIA12-02 Vision Resource Center
DIIIA12-03 Representation of LACCD EEO Advisory Committee
DIIIA12-04 List of Trained EEO Representatives
DIIIA12-05 Chancellor's Communication - Framework for Racial Equity and Social Justice
DIIIA12-06 Black/African American & LGBTQIA+ Joint Advisory Committee Flyer
DIIIA12-07 Black/African American & LGBTQIA+ Joint Advisory Committee Agenda
DIIIA12-08 MACALA/DACA Task Force Joint Event Flyer
DIIIA12-09 MACALA/DACA Task Force Joint Event Agenda
DIIIA12-10 Board Ad Hoc Committee T&L Barriers for Non-English Speaking
IIIA12-01 BP 7100.
IIIA12-02 ESGC October 26, 2020 Minutes
IIIA12-03 Opening Day 2021 Program
IIIA12-04 New Faculty Institute
IIIA12-05 Fall 2021 Equity Matters Newsletter
IIIA12-06 Equity Series

DIIIA13-01 BP 2715 Code of Ethics
DIIIA13-02 PC Rule 735
DIIIA13-03 Education Code 87732
IIIA13-01 Faculty Ethics Policy
IIIA13-02 Article 5 and Appendix O of the AFT 1521 Contract

DIIIA14-01 Women's Empowerment Flyer
DIIIA14-02 PD Articles Contained in Collective Bargaining Agreements
DIIIA14-03 Dean's Academy Sample
DIIIA14-04 Deans Academy Info & Agenda 20200103
DIIIA14-05 Presentation on Deans
DIIIA14-06 Essentials in Supervision 2019 GAP
DIIIA14-07 Essentials in Supervision Fall 2019 Schedule
DIIIA14-08 Presidents Academy
DIIIA14-09 Presidents Academy Brochure
IIIA14-01 PD Equity Plan
IIIA14-02 Teaching and Learning Series
IIIA14-03 Equity Audit Dialogues Series
IIIA14-04 Racial Equity and Social Justice Town Hall Series
IIIA14-05 Professional Development Surveys Results

DIIIA15-01 Personnel File Articles Contained in Collective Bargaining Agreements
IIIA15-01 District HR P-102

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

District Evidence of Meeting the Standard

The creation of safe and accessible facilities is the mutual responsibility of the College and the District Facilities Planning and Development Department (FP&D). To achieve these goals, FP&D supports colleges with facilities planning, capital improvements, higher cost deferred maintenance and establishing districtwide standards. FP&D ensures safe and accessible facilities by assisting colleges designing and constructing California Field Act (Field Act) compliant buildings, facilities, and systems as specified by California's Division of State Architect (DSA) ultimately assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and facilities conditions index (FCI) reports to ensure campus buildings, systems, and workspaces are in safe working order (DIIIB1-01). The College's Facilities Maintenance and Operations (FM&O) department implements facilities scheduled maintenance using a building system and equipment database which is updated annually by FM&O staff (DIIIB1-02).

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- Plant Facilities undergoes regular review through its Annual Update Plans and Program Review Self-Evaluation (IIIB1-01, IIIB1-02).
- The College has established procedures for reporting facilities maintenance and safety hazards using the plant facilities work order system (IIIB1-03).
- Maintenance records and safety reports for mechanical equipment and fire and life safety systems are kept to ensure compliance with guidelines. For example,
    - HVAC Duct Cleaning Replacement Schedule (IIIB1-04)
    - HVAC UV Lighting Installation (IIIB1-05)
    - Otis Elevator Contract (IIIB1-06)
- The Division of State Architect (DSA) Project Certification List reflects projects that have been screened and approved in accordance with local and state building codes (IIIB1-07).
- The 2019 ELAC ADA Transition Plan highlights the College's current and future plans to remedy access barriers to college facilities (IIIB1-08).

- The Work Environment Committee (WEC) utilizes surveys to assess campus needs and make recommendations (IIIB1-09).

College Analysis and Evaluation

The College ensures safe and sufficient physical resources that support and assures the integrity and quality of its programs and services by designing and constructing Field Act compliant buildings, facilities and systems as specified by California's Division of State Architect (DSA) ultimately assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). College personnel determine if overall educational spaces are adequate for the instructional programming and if they are appropriately categorized in the District's space inventory web-based software suite (Facility Utilization, Space Inventory Options Net (FUSION)), referenced in the District narrative above.

The College currently maintains a combined total of 3.1 million square feet at the following locations: Monterey Park Campus, South Gate Educational Center and Corporate Center. The Plant Facilities Department maintains all owned and leased facilities (South Gate). It assesses its effectiveness in providing sufficient levels of service to the campus community through the Annual Update Plans (AUPs) as well as the longer Program Review Self-Evaluation (PRSE). This process of self-evaluation ensures that the Department is continually making improvements towards sustaining a safe and healthy learning and working environment (IIIB1-01, IIIB1-02).

The College annually assesses that campus grounds, buildings and work spaces are in safe working order through several reporting mechanisms. Plant Facilities implemented a new work order system for students and staff to report maintenance and potential safety hazards (IIIB1-03). The facilities staff have been equipped with mobile devices to respond to work order tickets in real time. This system allows for the facilities managers to immediately dispatch requests for repair, replacement, or modification to facilities. Scheduled maintenance and testing of mechanical equipment such as elevators, HVAC, and fire alarms are performed regularly to support occupant safety. Safety records and other documentation are maintained and are available for review (IIIB1-04, IIIB1-05, IIIB1-06).

The College assures access to its facilities in accordance with Americans with Disabilities Act (ADA) Title II requirements. All newly constructed buildings are approved by the Division of the State Architect (DSA) and must meet ADA access requirements. The DSA evaluates submitted construction plans for code compliance of fire alarm systems, fire sprinklers, doorway clearances, room capacities, structural calculations for the strength of structural elements in the facility, and site accessibility as evidenced in this certification list last updated in May 2021 (IIIB1-07). The College's ADA Transition Plan was approved for implementation in 2019. This barrier removal plan ensures that newly constructed or modernized facilities address any of the ADA corrective actions that were identified in the plan, such as converting several building entryway doors from manual to automatic door operators, widening bathroom stalls and installing wheelchair lifts in the swimming pool and stadium. The College is working with the capital construction program to complete additional projects identified in the ADA Transition Plan (IIIB1-08). Other safety and security projects initiated through a Districtwide effort include: door hardware upgrades, electronic access, security cameras and crime

prevention through environmental design (CPTED).

The ELAC Work Environment Committee (WEC) ensures the campus is safe, healthful, sanitary, and conducive to effective teaching and learning. Its membership is comprised of administrators, staff, faculty, and students. WEC meets regularly to address facilities issues and uses surveys to evaluate the needs of the campus community, such as the timely processing of work requests and safety concerns and makes recommendations. For example, in April 2021, WEC made recommendations to improve facilities, equipment, and other safety guidelines in preparation of a wider return to campus during the COVID-19 pandemic (IIIB1-09).

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

College Evidence of Meeting the Standard

- The 2022 Facilities Master Plan Update to guide future physical infrastructure improvements was designed in alignment with the Educational Master Plan (IIIB2-01).
- The Facilities Planning Subcommittee reviews facilities requests submitted through the Annual Update Plan process (IIIB2-02).

College Analysis and Evaluation

The ELAC Facilities Master Plan (FMP) broadly identifies the College's future facilities needs based on programmatic and external data. Using statistical reports on growth projections, space needs and projections, the FMP has been updated to reflect the current and future vision of the College. This document is a broad-based effort to ensure that the institution plans, builds, maintains, and upgrades its physical resources (IIIB2-01). Appendix E of the FMP highlights how the plan is developed in alignment with the goals of the College Mission and the Educational Master Plan. The completed Facilities Master Plan is vetted through the entire campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body

The College utilizes the facility reports in the California Community College, FUSION database, as a means to evaluate the effectiveness of its physical resources. FUSION provides a report showing the efficiency percentage for each building. The Space and Capacity/Load Ratio report identifies current classroom space, laboratory and office space, and projects future instructional space based on enrollment growth trends. The reports within FUSION are used to develop the College's/District's Five Year Construction Plan, submitted annually to the California Community College Chancellor's Office, discussed in the District narrative above. The Five Year Construction Plan assures effective utilization and the continuing quality necessary to support the College's programs and services that align with the college mission.

In addition to the guiding documents related to the building, construction and upgrades of physical resources, the Program Review Self-Evaluation (PRSE) and Annual Update Plan (AUP)

processes are used to determine department needs for facilities and equipment. The PRSE provides an opportunity for faculty, administrators and classified staff to identify equipment, maintenance repairs or improvements needed to support programmatic or departmental goals. Facilities requests are then prioritized and ranked by the Facilities Planning Subcommittee for consideration during the resource allocation process. The March 2022 minutes of the FPSC document the discussions that take place when facilities requests are made through a department/unit's AUP (IIIB2-02, see highlights).

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

District Evidence of Meeting the Standard

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

District Analysis and Evaluation

The compilation of requests and needs identified by the College Facilities teams and College Committees are used to identify physical plant challenges that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the State scheduled maintenance program, the local deferred maintenance program, available college resources, or, if the project qualifies, the project may be funded through the bond program (BuildLACCD).

College Evidence of Meeting the Standard

- The College's Program Review Self-Evaluation (PRSE) and Annual Update Plans (AUP) can evaluate the effectiveness of physical resources in supporting programs and services. For example:
    - PRSE Facilities Planning Subcommittee Request Form (IIIB3-01)
    - 2021-2022 Theater Arts AUP (IIIB3-02, p. 6)
- The Work Environment Committee (WEC) evaluates facilities and equipment on a regular basis (IIIB3-03).

College Analysis and Evaluation

The College uses multiple sources of data for planning and evaluating facilities and equipment. This includes the annual review of the capacity-to-load ratios and space inventory report that updates the ongoing Five-Year Capital Outlay Plan discussed in Standard III.B.2. In addition,

the Program Review process along with campus surveys are critical to the evaluation of the effectiveness of the College's physical resources. Routine building equipment inspections are scheduled by the College to meet requirements by regulatory agencies as well as to assure the effectiveness of physical resources.

The Program Review and Viability Committee (PRVC) has the primary responsibility of developing the policies and structure related to comprehensive program review, annual updates, and program viability. The program review process promotes a self-reflective evaluation of academic departments whereby faculty can identify programmatic successes within their disciplines, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success. Ultimately, through comprehensive program self-evaluation and annual updates, all departments and units are engaged in integrated planning, implementation, and evaluation at ELAC. Through PRSE, departments/units can also submit requests to the Facilities Planning Subcommittee (FPSC) for occupancy of available space or updates (IIIB3-01). Moreover, the College utilizes Annual Update Plans and Cluster Update Plans to guide the allocation of resources towards facilities or equipment. For example, the 2021-2022 Theater Arts AUP includes a budget augmentation request for maintenance and updates to theater equipment (IIIB3-02, p. 6).

The Work Environment Committee (WEC) is a required committee as specified in Articles 9 and 32 of the Agreement between the Los Angeles Community College District and the Los Angeles College Faculty Guild. The Work Environment Committee (WEC) recommends policies and monitors all work environment matters including, but not limited to, grounds and facilities, health and safety, security, parking, conditions of classrooms, faculty and staff office space, air quality, temperature control, lighting and sanitation. WEC coordinates climate surveys and conducts campus walk-throughs with administration periodically to evaluate facilities and equipment that meet the needs of staff, programs and services (IIIB3-03).

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

District Evidence of Meeting the Standard

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

Total Cost of Ownership (TCO) of new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed

project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- LACCD Deferred Maintenance Fund (DIIIB4-09)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects (DIIIB4-10)

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The 2022 Facilities Master Plan Update reflects planning to support institutional improvement goals (IIIB2-01).
- The 2020-2021 Final Project Proposal for the Facilities Maintenance and Operations Replacement is an example of projected total cost of ownership (IIIB4-01).
- Program Review Self-Evaluation allows for resource requests (IIIB4-02).

College Analysis and Evaluation

The College uses its facilities master planning process, overseen by the Facilities Planning Subcommittee, to deliver spaces and other long-range capital plans to support the educational mission. The college has several projects under construction or in design to further complement the recently-delivered premier teaching, learning and training spaces that are also energy efficient. In March 2022, the District's Board of Trustees adopted the East Los Angeles College Facilities Master Plan update, which evaluated existing projects that were already included in the long-range capital plans, such as the South Gate Education Center (IIIB2-02).

The College addresses Total Cost of Ownership in new facilities and equipment in two ways, as evidenced in the 2020-2021 Final Project Proposal (FPP) (IIIB4-01). New ongoing costs for new facilities partially funded by the state become resource requests in the Program Request process. These are either reviewed and ranked for one-time funding or included in the appropriate Division budget augmentation requests, as evidenced by the Child, Family, and Education Studies Program Review Self-Evaluation which includes a facilities request to upgrade and update CFES laboratory rooms and other resource requests (IIIB4-02). Through the planning and budgeting process, departments are required to provide ongoing cost estimates as part of funding requests when applicable to provide a clearer representation of total cost. As funding is not available to meet all College needs, the Budget Committee prioritizes these needs annually as part of the program review and annual planning process. The College's broad definition of cost of ownership includes staffing, supplies, equipment maintenance and replacement, and utilities. In addition, all relevant costs that are associated with the asset, including acquisition and procurement, operations and management, and end-of-life management.

Conclusions on Standard III.B: Physical Resources

LACCD ensures that all colleges have accessible, safe, secure, and healthy facilities. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions.

The College also has policies and procedures in place for the evaluation of its physical resources to meet its mission, which includes reviews by the Facilities Planning Subcommittee and the Work Environment Committee. Long-term planning and total cost of ownership are addressed at the District level, which is informed by the local planning documents such as the Facilities Master Plan. The Facilities Master Plan and annual program review, as well as an annual assessment of facilities and equipment condition inform short-term scheduled maintenance and long-term capital building plans.

Evidence List

DIIIB1-01 FCI Report 021122
DIIIB1-02 FUSION Overview and Project List 5 Year
IIIB1-01 Plant Facilities AUP
IIIB1-02 Plant Facilities PRSE
IIIB1-03 Work Order System
IIIB1-04 HVAC Duct Cleaning Replacement Schedule
IIIB1-05 HVAC UV Lighting Installation
IIIB1-06 Otis Elevator Contract
IIIB1-07 Division of State Architect (DSA) Project Certification List
IIIB1-08 2019 ELAC ADA Transition Plan
IIIB1-09 Work Environment Committee (WEC) Surveys

IIIB2-01 Facilities Master Plan Update
IIIB2-02 Facilities Planning Subcommittee March 3, 2022 Minutes

DIIIB3-01 FPD Project Submission SMP DM
IIIB3-01 PRSE Facilities Planning Subcommittee Request Form
IIIB3-02 Theater Arts AUP
IIIB3-03 WEC Walk-Through Findings

DIIIB4-01 Sample Facilities Master Plan LAVC Board Agenda Item
DIIIB4-02 LAVC FMP Presentation
DIIIB4-03 LAVC FMP 2020
DIIIB4-04 LAVC FMP Addendum
DIIIB4-05 Physical Plant and Instructional Support Allocation Memo 2021-22
DIIIB4-06 LACCD 5 Year Construction Plan 2023-2027
DIIIB4-07 PPIS Funding Memo FY2021-22
DIIIB4-08 PPIS Allocations 2021-22
DIIIB4-09 LACCD Deferred Maintenance Fund
DIIIB4-10 LACC Theater Arts Replacement Release Preliminary Plans Letter

IIIB4-01 2020-2021 Facilities Maintenance and Operations Replacement Final Project Proposal
IIIB4-02 Child, Family, and Education Studies PRSE

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) assures that technology services are appropriate and adequate to support the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee, the Technology Policy and Planning Committee (TPPC). This assurance is codified in the charge and by-laws of the TPPC (DIIIC1-01; DIIIC1-02).

Analysis and Evaluation

The TPPC is a shared governance committee co-chaired by the LACCD Vice-Chancellor/CIO and a District Academic Senate Designee and is composed of representatives from these constituencies: faculty, distance education, administration, District Academic Senate, Faculty Guild, and Staff Guild (DIIIC1-02). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies (DIIIC1-03; DIIIC1-04).

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

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

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

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our students (DIIIC1-08). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology;

(2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery. (DIIIC1-09; DIIIC1-10)

Each of the Colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for college departments, as well as managing audio visual and desktop technology needs for the campus.

ELAC has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for College departments, as well as managing AV and desktop technology needs for campus. LACCD is also committed to providing current and accessible computing resources to improve outcomes for students.

OIT provides support for over 70 applications utilized district wide (DIIIC1-11). Additionally, OIT supports the District's and the Colleges' web presence. LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design using a single content management platform (DIIIC1-12).

OIT manages and maintains LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine College campuses, satellite campuses and the ESC (Educations Services Center). The LACCD LAN serves the needs of over eight thousand LACCD employees across nine campuses and their satellite campuses, and the Educational Services Center (ESC). The Wide Area Network supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides LACCD with firewall, security and network access services. OIT manages and provides network support for 25 wireless controllers, and over 2300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses (DIIIC1-13).

Overall, the District provides comprehensive technology services and resources to adequately support the institution's operations in academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings. The District and College regularly review the effectiveness of technology resources and make planning revisions as necessary to address needs.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

In an effort to ensure that College needs are met and to provide adequate technology support for operations, programs and services, LACCD developed a multi-year district-wide Innovation and Technology Plan which was vetted by the Technology Policy and Planning Committee and approved by Chancellor Rodriguez in 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan Goals and outlines eight (8) IT strategic priorities that support the District and College missions, operations, programs, and services (DIIIC2-01).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors (DIIIC2-02; DIIIC2-03).

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

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

Additionally, East Los Angeles College has two local technology committees focused on planning for the campus wide technology needs. The Technology Planning Subcommittee (TPSC) and Information Technology Faculty Advisory Committee (ITFAC) (IIIC2-01) collaborate with the Office of Institutional Effectiveness and Advancement to survey campus constituencies about technology use, support, and planning at both the Monterey Park and South Gate campuses (IIIC2-02, IIIC2-03, IIIC2-04). Data received from these surveys and feedback from other campus and district committees informs the development of the TPSC campus Technology Master Plan which aligns with the Campus and District Strategic Master Plans and the districtwide Innovation and Technology Plan (IIIC2-05).

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

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

Analysis and Evaluation

The institution has established processes to ensure appropriate and sustainable infrastructure is maintained that provide an adequate environment for students, faculty, and staff.

The institution uses feedback from end user constituencies through its participatory governance and program review processes used in the evaluation of existing technologies and informs the planning and prioritization process.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

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

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

The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of Board Policy and Administrative Procedures:

- Information Security Evaluation of Third-Party Contracts (DIIIC3-13)

- Privileged Access Review (DIIIC3-14)
- Server Certificate Processing (DIIIC3-15)
- Computer and Network Use (DIIIC3-16)
- Information Security Incident Management (DIIIC3-17)
- Information Security Incident Response (DIIIC3-18)
- Recurring Operational Tasks (Security Runbook) (DIIIC3-19)
- Security Configuration of SharePoint PII Sites (DIIIC3-20)
- Kiteworks Restricted User Account Request Protocol (DIIIC3-21)
- PCI/ASV Scanning (DIIIC3-22)
- Pre-Production Server Vulnerability Scanning (DIIIC3-23)
- Quarterly Vulnerability Scanning (DIIIC3-24)
- Spirion Security Scanning (DIIIC3-25)

Analysis and Evaluation

The District's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections (DIIIC3-09), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) (DIIIC3-10; DIIIC3-11). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems (DIIIC3-12).

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

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The California Community Colleges Chancellor's Office has various technology trainings available through the Vision Resource Center. LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online; as of February 2022, LACCD has 4,275 DE certified faculty (DIIIC4-01). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.

The East Los Angeles College Distance Education and Professional Development departments provide ongoing trainings focused on effectively using campus and district technologies including the Canvas Learning Management System, Student Information System, and other online teaching and learning applications (IIIC4-01).

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

Students have a variety of opportunities to receive training in technology. The College provides both live support for technology as well as written guides, tutorials, and recorded materials to access e-mail, the Student Information System, and other related information technology services (IIIC4-02).

During the annual program review process, departments indicate any additional technology training needed.

Analysis and Evaluation

ELAC's Distance Education (DE) Program has offered an average of 12 technology workshops exploring the best practices online teaching and using the Canvas learning management system in each academic year between 2016-2020. These workshops include both facilitated and self-paced learning opportunities for faculty and approximately 200 attendees successfully complete the workshops every year with many more seeking personalized support services through the DE Program office DE Training. Additionally, the Office of Professional Development (PD) has offered Microsoft Series workshops including Office 365, OneDrive, Teams, and SharePoint, along with Microsoft Office Specialist certification preparation tutorials, and Technovations workshops focused on the use of a variety of new and existing technologies in the classroom. Furthermore, ELAC faculty and staff have access to the full catalog of courses and training materials available at California Community Colleges Vision Resource Center, with numerous classes and workshops relating to technology.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policy 3720 regulates the appropriate and acceptable use of technology resources and helps maintain a secure computing environment (DIIIC5-14).

Additionally, LACCD has developed several infrastructure standards that guide the District and the College, including:

- Facilities design standards (DIIIC5-02)

- IDF, BDF, MDF network fiber cabling standards (DIIIC5-03)
- Campus Network Design standards (DIIIC5-04)
- Telecommunication and equipment room size standards (DIIIC5-05)
- Network and infrastructure hardware standards and specifications (DIIIC5-06)
- Unified voice/communications system standards (DIIIC5-07)
- Storage and backup system standards (DIIIC5-08)
- End User Computing Standards (DIIIC5-09)
- Instructional Classroom Audio-Visual Standards (DIIIC5-10)

These standards are used across the District in all new college and district-wide investments as well as all Bond Measure J and Measure CC related technology projects (DIIIC5-11; DIIIC5-12; DIIIC5-13).

Analysis and Evaluation

The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The District Office of Information Technology (OIT) regularly reviews and updates technology and infrastructure standards to meet institutional needs and to stay current with new technology developments (DIIIC5-01). All technology implementations must be aligned with the LACCD Standards, legal requirements, and OIT recommendations.

The District has established policies and administrative procedures to outline the appropriate use of technology resources and put in place appropriate operational protocols to assist users to make adequate use of technology, maintain adequate privacy and security of data as appropriate. The policies and administrative procedures are regularly reviewed for relevance and updates are made to meet compliance requirements as well as additional industry standards and best practices.

Conclusions on Standard III.C: Technology Resources

LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The support, hardware and software provide the services, equipment, and technology need of the College. Plans are in place for technology replacement – on the administrative side, the LACCD Office of Information Technology follows a replacement plan; on the college instructional side, the College utilizes the Technology Planning Subcommittee (TPSC) and Information Technology Faculty Advisory Committee (ITFAC) to evaluate technology infrastructure in support of the College's mission. The College also provides training opportunities, workshops, and related instruction to support technology use for all campus community members**.** The District and College maintain reliable, secure, and safe technology at all locations

Evidence List

DIIIC1-01 TPPC Charter
DIIIC1-02 TPPC Bylaws
DIIIC1-03 TPPC Schedule 20-22
DIIIC1-04 TPPC Agenda Minutes
DIIIC1-05 TPPC Membership
DIIIC1-06 Huron IT Assessment
DIIIC1-07 OIT Shared Services
DIIIC1-08 OIT Mission Statement
DIIIC1-09 OIT Service Model
DIIIC1-10 OIT Org Chart
DIIIC1-11 DW App List
DIIIC1-12 DW Web Platform
DIIIC1-13 Network Infrastructure Systems Overview

DIIIC2-01 LACCD Tech Plan 21-26
DIIIC2-02 IT Project Request
DIIIC2-03 OIT Project Request Form
DIIIC2-04 LACCD IT Roadmap
DIIIC2-05 OIT Project Dashboard
DIIIC2-06 LACCD Instructional Space
DIIIC2-07 Instructional Spaces Tech Readiness
DIIIC2-08 Instructional Spaces Tech
DIIIC2-09 LACCD Instructional Tech Inventory
DIIIC2-10 LACCD Tech Refresh
IIIC2-01 Technology Planning Subcommittee (TPSC) Bylaws
IIIC2-02 TPSC 2018 Faculty and Administrator Survey
IIIC2-03 TPSC 2018 Student Survey
IIIC2-04 ELAC Instructional Technology Needs Assessment Survey
IIIC2-05 Technology Master Plan

DIIIC3-01 Criteria DW Ins Tech
DIIIC3-02 Inst App List
DIIIC3-03 Tech Assets Inventory
DIIIC3-04 Tech Refresh Stan
DIIIC3-05 Tech Maintenance Refresh
DIIIC3-06 AP 3724
DIIIC3-07 SIS Disaster Recovery Plan
DIIIC3-08 SAP Disaster Recovery Plan
DIIIC3-09 Sec Aware Notification
DIIIC3-10 Info Sec Strategy
DIIIC3-11 Op Protocol Info Sec
DIIIC3-12 Info Sec Calendar 22
DIIIC3-13 Info Sec Eval Contracts
DIIIC3-14 Privileged Access
DIIIC3-15 Server Cert Process

DIIIC3-16 Comp Network Use
DIIIC3-17 Incident Management
DIIIC3-18 Incident Response
DIIIC3-19 Recurring Op Tasks
DIIIC3-20 SP PII Sec Conf
DIIIC3-21 Sec Ops Kiteworks
DIIIC3-22 PCI ASV Scanning
DIIIC3-23 Pre Prod Server Vuln
DIIIC3-24 Quarterly Vulnerability
DIIIC3-25 Spirion Sec Scan

DIIIC4-01 Faculty Approved Online List
DIIIC4-02 Fac Staff Tech Resource
IIIC4-01 2016-2020 DE Trainings
IIIC4-02 Student IT Support

DIIIC5-01 OIT Standards Dev
DIIIC5-02 Design MPOE
DIIIC5-03 Fiber Cabling
DIIIC5-04 Campus Network Design
DIIIC5-05 Room Size Standards
DIIIC5-06 Network Infra Hardware
DIIIC5-07 VOIP Unified Com
DIIIC5-08 Storage Backup Sys
DIIIC5-09 End User
DIIIC5-10 Audio Visual
DIIIC5-11 Measure J Tech
DIIIC5-12 Measure CC Tech
DIIIC5-13 Bond Project Dashboard
DIIIC5-14 BP 3720

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

District Evidence of Meeting the Standard

The Los Angeles Community College District receives state apportionment funding based primarily upon full-time equivalent student (FTES) enrollments. Those funds are allocated to LACCD colleges through the Board adopted District Allocation Model (DIIID1-01). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee (DBC) including representatives from all colleges. The Budget Allocation Model was developed through the ECDBC (DIIID1-02) and with the DBC approving the final model (DIIID1-03). The District has Administrative Procedures on reserves (DIIID1-04) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

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

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- 2020-2021 LACCD Audit Report is an annual audit of District finances (IIID1-01).
- Appendix F from the 2021-2022 LACCD Final Budget shows the final budget allocation for the College (IIID1-02).

College Analysis and Evaluation

An annual audit of District finances includes the College's resources and ensures financial integrity of the institution (IIID1-01). The annual budget for the College is sufficient to meet instructional needs, student support needs, and operations. For 2021-2022 the unrestricted budget is $135,273,956 million. This figure includes a carry-forward balance of $9.8 million. The 2021-2022 budget is sufficient to cover projected expenditures of $100 million as well as provide for a 1 percent contingency to be used as needed. In addition, restricted funds supplement the instructional services, student support services and operations. Prior year-end balances accrued by the College have contributed $25.2 million to the District's General Reserve and Contingency Fund. Each year the College has fixed costs which amount to approximately 86 percent of the annual budget. Prior year-end balances accrued by the College have contributed $25.2 million to the District's General Reserve and Contingency Fund (IIID1-02).

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

District Evidence of Meeting the Standard

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

East Los Angeles College's budget development process is discussed below.

Once college and ESC budgets are completed, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process (DIIID2-02). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to presentation to the full Board for approval (DIIID2-06). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with Board Policy 6200 (DIIID2-04), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting (DIIID2-07, p. 20).

District Analysis and Evaluation

The District has Policies and Procedures in place to guide the Budget development process and ensure that the District and colleges' missions and core planning documents drive the process of resource allocation.

College Evidence of Meeting the Standard

- The 5th edition of the Governance Policy Handbook describes the College process for budget development (IIID2-01, pp. 34-40).
- The Budget Committee makes recommendations based upon planning and program review (IIID2-02).
- The ELAC Shared Governance Council (ESGC) includes regular reports on the College budget and reviews recommendations from the Budget Committee (IIID2-03).
- The annual State of the College address by the President to the campus includes College budget updates (IIID2-04, IIID2-05).

College Analysis and Evaluation

The College's mission and goals are the foundation for financial planning and are linked to the District budget development process discussed above. Locally, the Governance Policy Handbook clearly establishes a process for financial planning, especially through the Annual Update Plan (AUP) and the seven-year Program Review Self-Evaluation (PRSE) cycle. Departments and units must identify and evaluate how budget augmentation requests advance the College's Mission and relate to Educational Master Plan, Strategic Plan, and other institutional plans/goals (IIID2-01, p. 34).

Position requests for faculty in AUPs are reviewed by the Hiring Prioritization Committee, and requests for staff are prioritized by the Human Resources Committee. In both cases, evaluations are based upon alignment with Strategic Plan and program review priorities, as stated in the budget development process (IIID2-01, p. 38). The Budget Committee also serves as the central body through which college budget decisions are evaluated and recommends policies that link resource allocation with the College's planning agendas (IIID2-02). Recommendations from the Budget Committee are sent to the ESGC for approval and then to the College President.

ESGC meetings also include regular reports on the College Budget as a standing agenda item as a part of the President's Report and the Budget Committee, as demonstrated in ESGC minutes from June 2021 (IIID2-03).

The annual State of the College address by the College President has also been used as a public forum to present upon the College budget, along with general College matters, to the entire college community, such as presentations in May 2019 and May 2022 (IIID2-04, IIID2-05).

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

District Evidence of Meeting the Standard

The District has a regular budget development process governed by Board Policy 6200 (DIIID2-04). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (DIIID3-01). The District budget calendar is updated and approved by the Board annually (DIIID3-02, p. 12), and budget procedures are revised regularly to comply with federal, state, and local laws (DIIID2-03). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (DIIID3-03). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- Members of the Budget Committee represent different campus constituencies (IIID3-01).
- The 5th edition of the Governance Policy Handbook describes the College process for budget development (IIID2-01, pp. 34-40).
- Different campus constituencies have had an opportunity to offer input into budget allocation, as in the case of Higher Education Emergency Relief Fund (HEERF) II priorities (IIID3-02).

College Analysis and Evaluation

The Budget Committee is the central body through which budget decisions are vetted and

recommendations to the ELAC Shared Governance Council (ESGC) are sought. All constituency groups of the College are represented on the Budget Committee and ESGC, as demonstrated in the committee's bylaws (IIID3-01). The Budget Committee identifies, through regular evaluation, opportunities for more effective budget processes. The committee also recommends budget policies and adjustments to link resource allocation with the planning agenda presented in the institutional plans, such as the Educational Master Plan and the Strategic Plans. The budget development process effectively links resource allocation to planning and provides a general timeline toward achieving that goal. These are outlined in the Governance Policy Handbook as analyzed in Standard III.D.2 (IIID2-01). A recent example of broad participation in financial planning is the college-wide expenditure prioritization survey of Federal HEERF funding. The data gathered from different constituent groups was analyzed to determine how to best allocate money in response to the panic, which was subsequently approved by the ELAC Shared Governance Council on May 24, 2021 (IIID3-02).

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

District Evidence of Meeting the Standard

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

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

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (DIIIA1-17; DIIID4-14). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews

each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (DIIID4-15). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The Budget Committee regularly assesses the financial resources at the College based upon projections from the District (IIID4-01).

College Analysis and Evaluation

The College's institutional planning priorities are integrated into the College financial planning processes. Both the College Budget Committee and the District Budget Committee receive realistic assessments of available funds, including ongoing and anticipated fiscal commitments within the annual budget. The Budget Committee reviews revenue and expenditure reports and projections of ending balance from the District to assess the financial condition of the College, as demonstrated in budget summary reports of the Budget Committee minutes from January 10, 2022 (IIID4-01).

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

District Evidence of Meeting the Standard

The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model (DIIID1-01). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources (DIIID4-05; DIIID4-11). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff (DIIID2-03). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and

Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (DIIID5-01; DIIID5-02). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (DIIID5-03; DIIID5-04). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process (DIIID5-05; DIIID5-06).

Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies, such as Board Policy 6300 (DIIID5-07). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the expenditure (DIIID5-08; DIIID5-09). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (DIIID5-10). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (DIIID5-11; DIIID5-12).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources (DIIID5-13). The Board established and regularly updates board policies which address financial management and internal control structures (DIIID5-14). The recent policy review has aligned District policies with the Community College League model policies.

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

Board Policy 6410 (DIIID5-17) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (DIIID5-18; DIIID5-19).

District Analysis and Evaluation

The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Vice Chancellor Chief Financial Officer/Treasurer and Colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule

has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources.

College Evidence of Meeting the Standard

- The College's has implemented measures to address the results of procurement audits (IIID5-01).

College Analysis and Evaluation

The College adheres to District policies and procedures, The District Internal Audit had conducted a procurement audit issued recommendations to strengthen internal controls and ensure compliance with federal, state, and District regulations. The Procurement Audit Report also includes the College's implementations to address audit issues (IIID5-01). Moreover, the Systems Applications and Products (SAP) system provides for checks and balances so that no single person can initiate a purchase, authorize expenditure, or spend funds. All processes that affect College expenditures, such as procurement, involve multiple layers of review and approval. The integrity of these processes is verified by District oversight, internal audits, and external audits. In addition, all college employees have access to view financial reports of all College budgets. Throughout the year, the College community is updated on the status of the College budget and expenditures, and discussions take place during the Budget Committee, which includes members of all major constituency groups.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

District Evidence of Meeting the Standard

The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (DIIID2-03), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually (DIIID6-01, p. 12). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (DIIID3-01; DIIID5-06). The annual budget is presented to the District Budget Committee (DIIID6-02), the Board Budget and Finance Committee (DIIID6-03), and to the full Board for approval (DIIID6-04, p. 9). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (DIIID6-05). The District has consistently had unqualified financial statements and unmodified external

audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls (DIIID6-06; DIIID6-07; DIIID6-08; DIIID6-09).

District Analysis and Evaluation

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

College Evidence of Meeting the Standard

- The 2020-2021 LACCD Audit Report is an annual audit of District finances (IIID1-01).

College Analysis and Evaluation

Financial documents, including the College budget, are developed to support student learning services and programs in line with the College mission and institutional plans. The planning process is discussed in detail in Standard III.D.2. Furthermore, as a part of the District, the College's financial documents are audited to ensure credibility and accuracy (IIID1-01). Related audits of other organizations, such as the East Los Angeles College Foundation, are discussed in Standard III.D.10

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

District Evidence of Meeting the Standard

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (DIIID7-01), Board of Trustees (DIIID7-02, p. 7) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure and findings are addressed in a timely manner (DIIID6-09). External auditors review progress of corrective actions annually (DIIID7-03, p. 148).

District Analysis and Evaluation

LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee.

College Evidence of Meeting the Standard

- The 2020-2021 LACCD Audit Report is an annual audit of District finances (IIID1-01).

College Analysis and Evaluation

The District is audited on an annual basis. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD, including the College, in conformity with U.S. generally accepted accounting principles. The external audit findings are communicated appropriately through Office of the Chief Financial Officer website (IIID1-01).

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

District Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (DIIID8-01). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (DIIID6-09). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer (DIIID6-09).

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

Analysis and Evaluation

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

The College regularly evaluates and monitors internal control policies and procedures in accordance with District policies. The Administrative Services division assists college

personnel with accounting, purchasing and overall budget needs and ensures all activities meet the policies and procedures that comply with federal, state, local, and district guidelines and regulations.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

LACCD Administrative Procedure on Reserves, AP 6305 (DIIID9-01) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years (DIIID9-02; DIIID9-03; DIIID9-04).

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

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately $4.95 million (DIIID9-09, p. 52).

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

provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.

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

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds. (DIIID9-12).

Analysis and Evaluation

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

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

District Evidence of Meeting the Standard

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

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

Board Policy 3280 Grants (DIIID10-06) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations (DIIID10-07). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (DIIID10-08). This staff works closely with grant and categorical program managers to assist with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts (DIIID10-09). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (DIIID10-10).

District Analysis and Evaluation

LACCD has established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its Colleges has a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems.

College Evidence of Meeting the Standard

- The ELAC Foundation undergoes regular audits to ensure effective oversight (IIID10-01).
- The ELAC Foundation also abides by established accounting policies and procedures (IIID10-02).
- The College Bookstore also undergoes regular audits and addresses any issues (IIID10-03).

College Analysis and Evaluation

Auxiliary organizations such as the Bookstore and the East Los Angeles College Foundation are audited to ensure effective oversight. The ELAC Foundation's last audit was completed in April 2020 (IIID10-01). The ELAC Foundation has also established an Accounting Policies and Procedures Manual to ensure that financial statements are in conformity with generally accepted accounting principles and that its finances are managed with responsible stewardship (IIID10-02). The College Bookstore was audited in 2018 (IIID10-03).

All audit reports are provided to the College President and Vice President of Administrative Services to ensure ongoing compliance and any corrective action where necessary. The Vice President of Administrative Services reviews the status of all funds, restricted and unrestricted,

on a regular basis and report any concerns to the College President. The Budget Committee also receives regular reports on the College's fiscal status as discussed in Standard III.D.4.

The College adheres to District policies and procedures in fiscal oversight. The College Financial Aid Office works with the Central Financial Aid Unit to ensure that the College operations are legally compliant and in alignment with the policies and procedures standardized by the District. The College adheres to District regulations in oversight of finances for Associated Student Organizations, which is addressed in Standard II.C.4.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

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

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (DIIID11-01; DIIID11-02). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (DIIID11-03). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (DIIID11-04).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (DIIID11-05). The District performs actuarial evaluations every two years to assess current OPEB liability (DIIID11-06).

Analysis and Evaluation

The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

The College's short-range financial decisions are integrated with long-term financial plans in areas of facilities maintenance and development, instructional technology, enrollment management, and hiring decisions. The budget allocation process is integrated with program review, and budget augmentation requests must be aligned with long-term planning, which is discussed in detail in Standard III.D.2.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

District Evidence of Meeting the Standard

The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92% percent of the total full-time salary expenditures of the District. Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million. The District makes an annual contribution of $7 million to cover the costs of these benefits (DIIID12-01; DIIID12-02).

Analysis and Evaluation

The District regularly reviews it OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

The District does not currently have any locally incurred debt.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

District Evidence of Meeting the Standard

Board Policy 6307 Debt Issuance and Management (DIIID14-01) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 Billion began in 2001 (DIIID14-02); Prop AA for $980 million began in 2003 (DIIID14-03); Measure J for $3.5 Billion began in 2008 (DIIID14-04) and Measure CC for $3.3 Billion in 2016 (DIIID14-05). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across the District. Board Policy 6740 (DIIID14-06) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (DIIID14-07). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with Board Policy 6600 (DIIID14-08). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (DIIID14-09; DIIID14-10).

Grants and categorical programs are also included in the District's external audit process (DIIID14-11, pp.71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (DIIID10-10).

The Colleges have various auxiliary entities including community services, facility rentals, campus bookstores, food services, and child development centers.

District Analysis and Evaluation

The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditure are audited annual to ensure that all regulatory requirements adherence.

College Evidence of Meeting the Standard

- As noted in Standard III.D.10, auxiliary entities at the College have undergone audits to ensure integrity:

- ELAC Foundation (IIID10-01)
- College Bookstore (IIID10-03)
- ELAC Trust Fund Account (IIID14-01)

College Analysis and Evaluation

The College follows District policies and procedures for establishing, managing, and monitoring finance resources consistent with the goals and requirements of funding sources. Auxiliary entities such as the Foundation, Bookstore, and Trust Fund Account are audited and plans are made to address recommendations when needed (IIID10-01, IIID10-03, IIID14-01). The College maintains ASO accounts and oversees associated liabilities in the trust accounts. Oversight is provided by the Vice President of Student Services and the Vice President of Administrative Services. Grant and categorical program administration is overseen by the appropriate dean of Academic Affairs or Student Services, the grant's principal investigator, and the College's Business Office. All expenditures and activities are managed by the project director and supervising dean to ensure compliance with funding source requirements.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

District Evidence of Meeting the Standard

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (DIIID15-01). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (DIIID15-02). Reconciliation is performed jointly by the College, CFAU and District Accounting (DIIID15-03). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

Individual colleges receive ad hoc Program Reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.

District Analysis and Evaluation

The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure that compliance with Federal regulations.

College Evidence of Meeting the Standard

- The College tracks the cohort default rate history from the National Student Loan Data System (NSLDS) (IIID15-01).
- The Financial Aid Office offers resources to students to manage their loans (IIID15-02).

College Analysis and Evaluation

In alignment with established District policies and practices, the College monitors the default rate of its student body regularly. As of February 2022, the three-year default rate was 5.7 for fiscal year 2017, 6.9 for fiscal year 2018, and 6.8 for fiscal year 2019 based on process dates listed in the National Student Loan Data System (IIID15-01).

To reduce default rates, the College encourages students to utilize the resources of the Financial Aid Office. For example, when applying for loans, students should attend the online CashCourse, which provides guidance on budgeting, paying back student loans, and other financial planning strategies. Other resources include financial literacy workshops and opportunities to work with financial aid counselors virtually or in-person (IIID15-02). The College provides information to students who will be transferring or exiting to ensure they understand the importance of repayment, forbearance, and deferment regarding their loans and the impacts they may have.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

District Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect:

- AP 6100 Delegation of Authority, Business and Fiscal Affairs (DIIID16-01)
- AP 6150 Designation of Authorized Signatures (DIIID16-02)
- AP 6330 Purchasing (DIIID16-03)
- AP 6340 Bids and Contracts (DIIID16-04)
- AP 6365 Contracts - Accessibility of Information Technology (DIIID16-05)
- AP 6370 Contracts for Services (DIIID16-06)

District Analysis and Evaluation

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (DIIID16-07).

The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

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

College Evidence of Meeting the Standard

- The College has entered into contracts with appropriate provisions to support its mission:
  - Instructional software for the Math Department (IIID16-01).
  - Installation of HyFlex technology to support instruction (IIID16-02).

College Analysis and Evaluation

The College has contractual agreements with external entities for grants, outside agency contracts for personal and professional services, consultant agreements, contracts for informational technology and facilities, and instructional service agreements.

Per District procurement policies, all contracts are submitted to the Administrative Services Office for review. The College procurement staff reviews each contract to ensure it complies with statutory requirements, including Federal guidelines, and institutional policies, and contains appropriate provisions to maintain the integrity of the institution and quality control standards. Typical concerns include risk, termination, standards of conduct, and potential exposure. Following review by the procurement team, the Vice President of Administrative Services approves contracts for further review by the District legal counsel before submission to the Board of Trustees for final approval.

All contractual agreements are created to advance the mission and goals of the College, especially to support student success and academic excellence. For example, in September 2021, the College completed a contract with Maplesoft to acquire educational software to support instructional programs and services for the Math Department (IIID16-01). The College also contracted with Golden Star Technologies in December 2021 to install upgraded audio/video technology into seventeen classrooms on campus to support a hybrid delivery modality for student instruction (IIID16-02).

Conclusions on Standard III.D: Fiscal Resources

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

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

The LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution. Sound policies and procedures guide the strong fiscal health of the LACCD.

The College's financial resources are tied to those of the District and are subject to policies, procedures, and controls established and guided by the District. The College Budget Committee guides local planning around financial resources in accordance with a budget development process documented in the Governance Policy Handbook. The College and auxiliaries undergo regular audits to ensure effective integrity of its financial resources. The College currently maintains sufficient resources to support its learning programs and services.

Evidence List

DIIID1-01 Allocation Model
DIIID1-02 Allocation Model Timeline
DIIID1-03 DBC Minutes May 15, 2019
DIIID1-04 AP 6305 Administrative Procedures on Reserves
DIIID1-05 Framework for Racial Equity
DIIID1-06 2021-22 Centralized Accounts
DIIID1-07 Special Funds FY21
IIID1-01 2020-2021 LACCD Audit Report
IIID1-02 Appendix F from 2021-2022 LACCD Final Budget

DIIID2-01 May Revise 2021-22
DIIID2-02 District Budget Committee Agenda August 11, 2021
DIIID2-03 Budget Development Calendar
DIIID2-04 BP 6200
DIIID2-05 FY21-22 Final Budget
DIIID2-06 2122 Proposed Final Budget
DIIID2-07 Board of Trustees Minutes September 1, 2021, pg. 20

DIIID3-01 Budget Operation Plan Instructions 2021-22
DIIID3-02 Board of Trustees Minutes October 7, 2020, pg. 12

DIIID3-03 Governance Survey 2021
IIID2-01 Governance Policy Handbook, pp. 34-40
IIID2-02 Budget Development Process
IIID2-03 ELAC Shared Governance Council (ESGC) June 28, 2021 Minutes
IIID2-04 State of the College Presentation 2019
IIID2-05 State of the College Presentation 2022

IIID3-01 Budget Committee Bylaws
IIID3-02 ESGC May 24, 2021 Minutes

DIIID4-01 Budget Finance Committee May 19, 2021
DIIID4-02 Monthly Cyclical Expenditures
DIIID4-03 Monthly Expenditures 2022 Per. 03
DIIID4-04 Month Cyclical Expenditure Reports
DIIID4-05 Technical Review 2021-22
DIIID4-06 District Budget Committee Minutes May 13, 2020
DIIID4-07 Accountability Measures July 8, 2020
DIIID4-08 5-Year Financial Forecast June 16, 2021
DIIID4-09 Fiscal Accountability Process 2021
DIIID4-10 5-Year Financial Forecast Detail 2021
DIIID4-11 College Financial Plan 2021-22
DIIID4-12 Third Quarter Enrollment Planning 2021
DIIID4-13 Third Quarter Enrollment Proj 2021
DIIID4-14 HR Form Academic Staffing Request
DIIID4-15 Classified Hiring Approval
IIID4-01 Budget Committee January 10, 2022 Minutes

DIIID5-01 District Budget Committee Agenda January 13, 2021
DIIID5-02 Budget and Finance Committee Minutes January 20, 2021
DIIID5-03 District Budget Committee Agenda March 10, 2021
DIIID5-04 Budget and Finance Committee March 17, 2021
DIIID5-05 Budget Operation Plan Instructions
DIIID5-06 Public Budget Formulation Workshop 2021-22
DIIID5-07 BP 6300 Fiscal Management
DIIID5-08 Insufficient Budget Control 1
DIIID5-09 Insufficient Budget Control 2
DIIID5-10 Journal Voucher
DIIID5-11 Monthly Cyclical Expenditure Memo
DIIID5-12 Monthly Cyclical September 2021 October 31, 2021
DIIID5-13 DBCAgenda101321
DIIID5-14 Budget and Finance Agenda October 20, 2021
DIIID5-15 BP/AP 6340 Bids and Contracts
DIIID5-16 BP/AP 6330 Purchasing
DIIID5-17 BP 6410
DIIID5-18 Budget and Finance Committee Minutes June 16, 2021
DIIID5-19 Internal Audit Update

IIID5-01 ELAC Procurement Audit Report

DIIID6-01 Board of Trustees Minutes October 7, 2020, pg. 12
DIIID6-02 District Budget Committee Minutes August 11, 2021
DIIID6-03 Budget and Finance Committee Minutes August 18, 2021
DIIID6-04 Board of Trustees Agenda September 1, 2021, pg. 9
DIIID6-05 LACCD Financial Audit June 30, 2020 and 2019
DIIID6-06 LAHC Payroll Audit January 31, 2020
DIIID6-07 LASC Child Development Center Audit April 30, 2019
DIIID6-08 LATTC CAL-Card Audit January 31, 2021
DIIID6-09 External Audit Corrective Action Plan 2019-20

DIIID7-01 Budget and Finance Committee December 2, 2020
DIIID7-02 Board of Trustees Minutes March 3, 2021, pg. 7
DIIID7-03 Financial Audit June 20, 2020 and 2019, pg.148

DIIID8-01 Budget and Finance Committee Minutes June 16, 2021
DIIID8-02 Internal Audit Plan 2021-22

DIIID9-01 AP 6305 Administrative Procedure on Reserves
DIIID9-02 CCFS-311Q September 30, 2019
DIIID9-03 CCFS-311Q December 31, 2020
DIIID9-04 Annual Financial and Budget Report
DIIID9-05 Fund 1 Cash Flow
DIIID9-06 Moodys Aaa 2020
DIIID9-07 S&P Rating
DIIID9-08 District Budget Committee Agenda June 9, 2021
DIIID9-09 District Audit 2019 and 2020, pg. 52
DIIID9-10 Placement Insurance
DIIID9-11 BP 6540 Insurance
DIIID9-12 Request for Warrant

DIIID10-01 BP6250
DIIID10-02 BP6400
DIIID10-03 BP 5130
DIIID10-04 AP 5130 Financial Aid
DIIID10-05 External Financial Audit June 30, 2021 and 2020
DIIID10-06 BP 3280
DIIID10-07 Uniform Grant Guidance
DIIID10-08 Prog Accountants
DIIID10-09 Institutional Effectiveness & Student Success Foundation October 2019
DIIID10-10 Foundation Report 2020 and 2019
IIID10-01 ELAC Foundation Audit
IIID10-02 ELAC Foundation Accounting Policies and Procedures Manual
IIID10-03 College Bookstore Audit

DIIID11-01 Financial State Review
DIIID11-02 Accounting Policies
DIIID11-03 Load Banking 2021 Memo
DIIID11-04 Load Bank Accounting
DIIID11-05 External Audit, pgs. 17-18
DIIID11-06 OPEB Report April 6, 2021

DIIID12-01 OPEB Trust June 30, 2021
DIIID12-02 OPEB Asset

DIIID14-01 BP 6307
DIIID14-02 Board of Trustees Prop A December 6, 2000
DIIID14-03 Board of Trustees Minutes Prop AA January 8, 2003
DIIID14-04 Board of Trustees Measure J April 23, 2008
DIIID14-05 Board of Trustees Measure CC July 20, 2016
DIIID14-06 BP 6740
DIIID14-07 District Citizens' Oversight Committee Minutes October 15, 2021
DIIID14-08 BP 6600
DIIID14-09 Bond Performance FY 2019-20
DIIID14-10 Bond Financial Audit 2018-19
DIIID14-11 External Audit, pgs. 71-155
IIID14-01 ELAC Trust Fund Account

DIIID15-01 Student Loan Default
DIIID15-02 Financial Aid Account Procedures
DIIID15-03 Financial Aid Reconciliation October 21, 2021
IIID15-01 Cohort Default Rate History
IIID15-02 Financial Aid Office Student Resources

DIIID16-01 AP 6100
DIIID16-02 AP 6150
DIIID16-03 AP 6330
DIIID16-04 AP 6340
DIIID16-05 AP 6365
DIIID16-06 AP 6370
DIIID16-07 Board of Trustees Minutes September 1, 2021
IIID16-01 Math Department Instructional Software Contract
IIID16-02 HyFlex Technology Contract

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. **Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

- Institutional leaders have consistently encouraged innovations at the College in support of administrators, faculty, staff, and students, such as:
    - The President's annual State of the College presentation in May highlights the progress of the College (IVA1-01).
    - The Academic Senate's convening of the Noncredit Institute in 2020 to support non-credit instruction included support from administration (IVA1-02).
    - Administrative and faculty leadership collaborated on processes, including department chairs training (IVA1-03) that resulted in the creation of a new Strategic Enrollment Management Plan (IVA1-04).
    - The bylaws of the ELAC Shared Governance Council (ESGC) demonstrate systematic participation when policies have institution-wide implications (IVA1-05).
    - Student leadership used the shared governance process on April 27, 2020 to implement the conversion of a staff lounge into a basic needs/food pantry to serve the students (IVA1-06).
    - GPSC was created to implement Guided Pathways and includes administrators, faculty, staff, and students (IVA1-07).
    - Academic Senate also produced an October 2019 report on Institutional Innovation and Effectiveness of Campus Committees and follow-up (IVA1-08).

Analysis and Evaluation

College leadership advances an agenda of excellence towards fulfilling institutional priorities and fosters an environment in which constituency leaders are encouraged to innovate and

advance excellence. At the May 2021 State of the College Town Hall, the College President and Vice Presidents highlighted initiatives to implement the college Mission and strategic priorities, such as meeting the challenges of strategic enrollment and redesigning the Guided Pathways framework (IVA1-01).

A culture of collaboration is evident in how administrative leaders demonstrated support for faculty initiatives. When the Academic Senate convened the 2020 Noncredit Institute to support non-credit instruction, welcome remarks were delivered by the College President, Vice President of Continuing Education & Workforce Development, and the Academic Senate President (IVA1-02).

In 2019, administration and faculty leaders moved to balance-focused allocation model, including receiving training from the Enrollment Management Academy, Claremont Graduate University. Chairs training was facilitated by vice presidents (IVA1-03) and these efforts resulted in the adoption of a holistic Strategic Enrollment Management (SEM) Plan (IVA1-04). Like all institutional plans, the SEM Plan was also adopted unanimously by the East Los Angeles College Shared Governance Council which ensures "representation and involvement of all groups and constituencies on this campus in the development of policies in a participative, objective, and constructive manner" per bylaws (IVA1-05).

Student leadership has made recommendations to the ESGC for their innovation. In early 2020, the Associated Student Union sought to convert the staff lounge in the F5 building into a Student Basic Needs/Food & Clothing Pantry for students. This proposal was approved at the Facilities Planning Subcommittee and subsequently at ESGC on April 20, 2020 (IVA1-06).

Guided Pathways redesign at East Los Angeles College has included administrators, faculty, staff, and students in the implementation of nationally recognized practices for supporting student success and completion, and GP design team recommendations have been approved by Academic Senate and ESGC (IVA1-07).

Through the Institutional Effectiveness Partnership Initiative (IEPI), the Academic Senate has also produced recommendations for organizational, technological, and operational actions to the College President (IVA1-08).

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

- Board Policy 2510 outlines faculty and student participation in local decision-making processes. (IVA2-01).
- The Governance Policy Handbook outlines administrator, faculty, and staff participation in decision-making (IVA2-02, pp. 4-9).

Analysis and Evaluation

The Los Angeles Community College District formalizes faculty participation in decision-making processes through Board Policy 2510. BP 2510 defines the College Academic Senate as a body that exists "for the purpose of faculty government and to establish formal and effective procedures for participation in setting policies on academic and professional matters" and defines the District Academic Senate as "composed of various representatives of the College Academic Senates." BP 2510 also defines the "10+1" academic and professional areas which the Board will seek recommendations from the District Academic Senate for decision-making. BP 2510 categorizes each of the "10+1" areas as either an area that Board will "rely primarily" on the recommendation of the District Academic Senate or that the Board will reach "mutual agreement" with the District Academic Senate. BP 2510 specifies that District Academic Senate recommendations shall be made "in writing and conveyed to the Board usually through the Chancellor." It further defines the decision-making procedure for areas designated as "rely primarily" or "mutual agreement." BP 2510 also specifies how faculty are appointed to the District Academic Senate and establishes that College Academic Senates have the right to appoint faculty to College committees and task forces. BP 2510 establishes the right of the Academic Senate to "appear before the Board with respect to the views, recommendations, or proposals of the Academic Senate."

The District formalizes student participation in decision-making process through BP 2510, which establishes that:

> students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a "significant effect on students." This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures."

This BP further specifies that the Board will take no action on an area that directly impacts students, except in the case of an unforeseeable emergency, without first allowing students an opportunity to participate in decision-making. BP 2510 establishes the College Associated Student Organizations (ASO) "as the representative body of the students to offer opinions and to make recommendations to the College President on college policies and procedures that have or will have a significant effect on students" and gives the ASO the right to appoint students to College committees and task forces. It also establishes the Student Affairs Committee as being composed of the Student Trustee and the ASO presidents from each District college and provides that the function of the Student Affairs Committee is to serve "as the representative body of the students to offer opinions and to make recommendations to the Board of Trustees with regard to District and procedures that have or will have a significant effect on students" and give the Student Affairs Committee the right to appoint students to District committees and task forces. It also defines the ten areas in which students have a "direct and reasonable interest" for the purpose of decision-making (IVA2-01).

The ELAC Governance Policy Handbook provides procedures and policies for administrator, faculty, staff, and student participation in decision-making processes at the College-level further extending the policies and procedures described above. In particular, the Handbook establishes the various College shared governance committees and outlines participation on

those committees in line with the policies and procedures described above. The Handbook further defines how these committees contribute to Collegewide decision-making and how recommendation flow from committee to committee and to the final decision-making authority, usually the College president (IVA2-02).

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

- The 5th edition of the Governance Policy Handbook is the main document that details the roles stakeholders have in policies, planning, and budgeting (IVA2-02).
    - Roles in Institutional Governance, pp. 5-9
    - Policies and Planning, pp. 22-33
    - Budget, pp. 34-43
- For faculty, the Los Angeles College Faculty Guild Local 1521 2020-2023 Union Contract is the governing document that details their roles in committees in Article 32 (IVA3-01).
- However, faculty may also ascertain their roles using the East Los Angeles College Academic Senate Website to find campus committees (IVA3-02).
- The Academic Senate Constitution also includes the representation and participation of adjunct faculty (IVA3-03).
- ELAC Shared Governance Council bylaws demonstrate that the committee is a venue in which all stakeholders come together to voice concerns about policies, planning, and budget (IVA1-05)

Analysis and Evaluation

Administrators and faculty have many opportunities to participate in governance and to serve on committees. They also have a substantive voice in institutional policies, planning and budget relative to their areas of responsibility and expertise. These policies and procedures are clarified in the Governance Policy Handbook (IVA2-02) and the bylaws of the committees, such as those of ELAC's Shared Governance Council (IVA1-05).

The Vice Presidents participate on the majority of the committees and designate other administrators to chair specific participatory governance committees based on their areas of expertise as delineated in the Governance Policy Handbook, which states, "Administrators are included in the general participatory governance process and recommend policies, procedures, and priorities for the College to the president" (IVA2-02).

The LACCD & AFT Agreement 2020-2023 emphasizes the importance of faculty representation from the union and Senate on certain participatory governance committees. Committee work is considered part of a contract faculty member's responsibilities, and faculty evaluations consider performance of responsibilities, which includes committee participation. The LACCD & AFT Agreement specifies which committees require faculty representation and those for which it is recommended (IVA3-01).

Additionally, the Academic Senate and the Faculty Guild promote faculty involvement in governance in a variety of ways that provide voices from faculty's perspective. The Academic Senate informs faculty about college governance by providing a list of all the campus committees on the college website, along with designated leadership roles and committee meeting days and times (IVA3-02). Each year, or when otherwise appropriate, the Senate sends email announcements of vacancies and solicits faculty to serve.

Likewise, adjunct faculty participate on governance committees in several ways. An adjunct representative has a vote in each of his/her department's decision-making processes if the adjuncts in the department choose to elect a representative. An adjunct representative also serves on the Academic Senate (IVA3-03).

Lastly, in committees in which Teamsters' representation is needed, the Teamsters Campus Representative selects the administrator to participate on committee. Deans also participate in the various campus committees either through appointment or to represent their respective division.

Evidence of substantial voice in institutional policies, planning, and budget can be found in the minutes of the ESGC, Budget Committee, and PRVC minutes discussed in other standards. For example, ESGC decision-making is documented in Standard IV.A.1, Budget Committee in Standard III.D.4, and the Program Review and Viability Committee in Standard I.B.5.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

- BP 2510 establishes responsibilities in making appropriate recommendations (IVA4-01).
- The purviews of relevant Committee and Educational Planning Subcommittee are discussed in the Governance Policy Handbook (IVA4-02):
    - Educational Planning Subcommittee (p. 30)
    - Curriculum Committee (pp. 44-47)
- The Educational Planning Subcommittee (EPSC) membership includes faculty and administrators EPSC (IVA4-03).

Analysis and Evaluation

Board Policy 2510 establishes the Academic Senate's role in creating, adopting, and implementing recommendations regarding "curriculum, including establishing prerequisites and placing courses within disciplines" and "standards or policies regarding student preparation and success" (IVA4-01).

The Curriculum Committee has the Academic Senate-designated responsibility to review and approve all curriculum and program proposals. (IVA4-02, p. 44-47) Faculty members on the Curriculum Committee represent different clusters of disciplines (Science, Social Science, Humanities, Arts, Counseling, and Library). The campus Articulation Officer, an AFT

representative, and the Curriculum Dean are also members of the Curriculum Committee. The Curriculum Committee Chair attends Academic Senate meetings and presents committee actions for final approval before they are sent to the Board of Trustees.

Faculty and academic administrators are also involved in recommendations on student learning programs and services through the Educational Planning Subcommittee (EPSC). EPSC serves as the central planning committee for all educational matters, including those administrative and student service areas that overlap with or support educational goals. EPSC provides oversight to the Distance Education Committee, Learning Assessment Committee, Student Equity and Achievement Program Advisory Committee, and Transfer Committee (IVA4-02, p. 30). Membership includes faculty, administrators, staff, and students (IVA4-03).

The EPSC also produces the Educational Master Plan (EMP), which guides academic and educational planning objectives. The Committee is responsible for reviewing and prioritizing goals from the EMP on an annual basis and follows up with the implementation of specific objectives and action items.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

- Board Policy 2510 "Participation in Local Decision-Making" establishes responsibilities in making appropriate recommendations (IVA2-01).
- The 5th edition of the Governance Policy Handbook provides guidance on how different campus constituencies can get involved in decision-making (IVA2-02).
- The East Los Angeles College Shared Governance (ESGC) Bylaws includes membership that represents the different campus constituencies in a decision-making body (IVA1-05).
- Input from relevant perspectives has been considered in making timely decisions, such as ESGC's approval of Higher Education Emergency Relief Fund (HEERF) II funding priorities in response to the pandemic (IVA5-01).

Analysis and Evaluation

The District and College have developed structured policies and systems that embed participatory governance to ensure appropriate consideration of relevant perspectives. Board Policy 2510, as analyzed in Standard IV.A.2 states that faculty may organize an Academic Senate for the purposes of faculty governance and establish effective procedures for faculty policies. It also establishes the right for students to be represented in District and College governance and participate in the formulation and development of policies that impact students. Thus, the College Associated Student Union (ASU) provides input and makes recommendations to the College President on matters that impact students (IVA2-01).

The Governance Policy Handbook describes decision-making processes and the committees involved and provides guidance for faculty, staff, and students who wish to participate in the

College shared governance system. It clearly specifies decision-making entities and their roles, such as the Board of Trustees, District Chancellor, College President, faculty, classified staff, administrators, and students. The College shared governance agreement allows staff and students to "effectively participate in forming and developing policies and procedures that will have a significant effect on them," along with the Academic Senate (IVA2-02).

These various groups are reflected in the membership of decision-making committees, such as Shared Governance Council (ESGC) (IVA1-05). The College's planning processes are informed by campus-wide and community input on college goals and objectives and encourages collegial dialogue among all stakeholders. For example, on May 24, 2021, the Budget Committee made a presentation of Higher Education Emergency Relief Fund (HEERF) II priorities based off survey data. Such data represented input from different constituent groups on how to allocate money in response to the pandemic. ESGC approved the expenditure based off the recommended funding priorities (IVA5-01).

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- Decision-making processes are documented in the Governance Policy Handbook which was distributed campus-wide upon approval (IVA6-01).
- Decisions for the College's recommending bodies are captured in meeting minutes made available on the College website:
    - ELAC Shared Governance Council (ESGC) Recommendations (IVA6-02)
    - Academic Senate Policies (IVA6-03)
    - Academic Senate Motions and Recommendations (IVA6-04)
    - Associated Student Union Minutes (IVA6-05)
- The College's 2020 Midterm Report documents the actionable improvement plan to improve communication efforts, especially an updated website (IVA6-06).

Analysis and Evaluation

The Governance Policy Handbook is made available to the College community on the ELAC website. The most recent revision of the Governance Policy Handbook was approved in Spring 2022 and a link to the document was distributed by e-mail to the College community by the President (IVA6-01). Each committee maintains bylaws which detail their specific charge and membership as well as their relationship to other recommending bodies. These bylaws are also available on the ELAC website.

Minutes for the primary decision-making bodies on campus are also available online on the College website. In addition to minutes, the ESGC and Academic Senate also maintain listings of recommendations, policies, and motions (IVA6-02, IVA6-03, IVA6-04, IVA6-05).

The College's 2020 Midterm Report to the ACCJC also documented the actions that were taken to expand communication efforts, as a part of the actionable improvement plan from the 2016 Institutional Self-Evaluation Report. That effort included a goal of utilizing technology to improve transparency and effectively communicate campus activities, policies, and

achievement with an updated College website (IVA6-06).

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- The Governance Policy Handbook documents the need for regular evaluation of overall governance and decision-making to assure integrity and effectiveness (IVA2-02, pp. 4, 25, 50)
- Committee self-evaluations, facilitated by the Accreditation Steering Committee, are completed annually by college committees and constitute one part of the process of evaluation (IVA7-01).
- Self-evaluations are accessible online through the Accreditation Steering Committee website (IVA7-02).
- The Shared Governance Council reviews and updates past policies as needed in examples below (IVA7-03, IVA7-04).
- The Academic Senate also reviews and updates past policies as needed in examples below (IVA7-05, IVA7-06).

Analysis and Evaluation

The regular evaluation of leadership roles and governance and decision-making policies, procedures, and processes to assure integrity and effectiveness is institutionalized within the College and widely communicated. The Governance Policy Handbook provides an overview of the shared governance system at the College, and details how institutional decisions are made, the committees that are responsible, and the processes that include "thorough and regular evaluation mechanisms for creating a cycle of continuous quality improvements in college practices" (IVA2-02, p. 4).

The Governance Policy Handbook also establishes a seven-year planning cycle that incorporates annual formative evaluations with elements of self-reflection to guide improvement. This culminates in a summative evaluation at the end of a seven-year cycle. Through this model, governing and decision-making processes are regularly and thoroughly evaluated (IVA2-02, p. 25).

The Governance Policy Handbook also establishes the Accreditation Steering Committee's role in "cultivating a culture of excellence" (IVA2-02, p. 50). A part of that charge includes conducting committee self-evaluations, which campus committees are asked to do every fall. The Accreditation Steering Committee distributes self-evaluation forms to committee chairs, and each committee is asked to reflect upon successes/challenges of the past academic year and establish goals for the current year, such as the Academic Senate self-evaluation included here (IVA7-01). Completed self-evaluation forms are available online through the Accreditation Steering Committee SharePoint website (IVA7-02).

The Shared Governance Council reviews past policies and updates as needed. This information

is also publicly accessible through the ESGC committee website. For example:

- On June 28, 2021, ESGC approved a recommendation to revise the Viability Review policy which originated from the Program Review and Viability Committee (PRVC). The policy had not been updated in a decade but allowed for quicker decision-making in the case that committees could not meet quorum. (IVA7-03).
- On March 29, 2021, ESGC also approved a revision of the Committee Self-Evaluation form that originated from the Accreditation Steering Committee. While regular committee self-evaluation had begun in 2013, the new form was revised to encompass additional aspects for evaluation, such as diversity/equity/inclusion initiatives (IVA7-04).

The Academic Senate also reviews past policies and updates as needed. This information is also publicly accessible through the Senate website. For example:

- In October 2018, Senate discussed revision and noted concerns around the Faculty Ethics Policy. After a robust discussion, the revised policy was subsequently approved at the following Senate meeting (IVA7-05). The Committee on Academic Freedom and Ethics is currently working on another revision of that policy to address new considerations.
- In February 2019, the winter/summer unit policy, last revised in February 2018, was also updated to reflect new needs of the College (IVA7-06).

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The College invites the participation of staff, faculty, and students in leadership roles and decision-making processes as evidenced in the membership of the various shared governance committee structures and documented in the Governance Policy Handbook (GPH). The GPH also details the specific policies and procedures that drive the College's decision-making and improvement plans in service of the College mission while adhering to District policies. Decisions are publicly documented in meeting minutes and on relevant committee websites when applicable.

Improvement Plan(s)

Currently, much evaluation of governance roles/procedures occurs as needed rather than on a regular basis. The Accreditation Steering Committee will explore the creation of an administrative workgroup and develop a mechanism for regular review for policies outside the purview of the Academic Senate, following guidance from the District on a format for College protocols (IV.A.7).

Evidence List

IVA1-01 May 2021 State of the College Presentation
IVA1-02 Academic Senate's Noncredit Institute
IVA1-03 Department Chairs Training
IVA1-04 Strategic Enrollment Management Plan
IVA1-05 ELAC Shared Governance Council (ESGC) Bylaws

IVA1-06 ESGC April 27, 2020 Minutes
IVA1-07 Guided Pathways Steering Committee Bylaws
IVA1-08 October 2019 Report on Institutional Innovation and Effectiveness of Campus Committees

IVA2-01 BP 2510
IVA2-02 Governance Policy Handbook

IVA3-01 Article 32 of Local 1521 Contract
IVA3-02 Academic Senate Campus Committee List
IVA3-03 Academic Senate Constitution

IVA4-01 BP 2510
IVA4-02 Governance Policy Handbook, pp. 30, 44-47
IVA4-03 EPSC Bylaws

IVA5-01 ESGC May 24, 2021 Minutes

IVA6-01 Governance Policy Handbook Announcement E-mail
IVA6-02 ESGC Recommendations
IVA6-03 Academic Senate Policies
IVA6-04 Academic Senate Motions and Recommendations
IVA6-05 Associated Student Union Minutes
IVA6-06 2020 Midterm Report Improvement Plans

IVA7-01 Committee Self-Evaluations Forms
IVA7-02 Accreditation Steering Committee Website
IVA7-03 ESGC June 28, 2021 Minutes
IVA7-04 ESGC March 29, 2021 Minutes
IVA7-05 Academic Senate October 9, 2018 Minutes
IVA7-06 Academic Senate February 12, 2019 Minutes

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

- Board Policy 2430 and Administrative Procedure 2431 allows the Chancellor to delegate appropriate authority to the CEO (IVB1-01).
- The 2022 LACCD District Governance and Functions Handbook details the specific responsibilities of the College President as delegated by the Office of the Chancellor (IVB1-02, pp. 57-63)
- The job announcement for the College President outlines duties required of the position (IVB1-03)
- The 5th edition of the Governance Policy Handbook defines the decision-making role of the College President in relationship to the College and District (IVB1-04, pg. 5)
- The President provides leadership in selecting and developing personnel, such as the President's February 2022 letter addressing the Hiring Prioritization Committee's recommendations annually (IVB1-05).
- The President has also initiated outreach strategies to increase enrollment (IVB1-06).

Analysis and Evaluation

District BP 2430 and Administrative Procedure 2431 allows the Chancellor to delegate any powers entrusted to them to the President for the quality of the College (IVB1-01). The 2022 District Governance Handbook specifies the institutional leadership responsibilities of the President for ensuring the quality of the institution and providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as reflected in the President's membership in executive administrative councils (IVB1-02).

When seeking candidates for the most recent President in 2020, the job announcement specified the duties and responsibilities of the President, including the implementation of planning frameworks such as Guided Pathways, fiscal planning and accountability, resource allocation, improving effectiveness to address gaps in student outcomes, and encouraging innovation in academic and student support services (IVB1-03).

The 5th edition of the College's Governance Policy Handbook also outlines the President's role as the official designee of the College and directly responsible to the Board. Administrators are included in the governance process and recommend policies, procedures, and priorities to the President. The President has the right to reject or modify any participatory governance decision from the College (IVB1-04). Also, when hiring personnel, the President reviews requests from the Hiring Prioritization Committee and Human Resources Committee annually and approves a hiring plan based on available budget and other pertinent information. For example, in a February 2022 letter to the committee, the President discusses factors considered in their decision for Fall 2022 faculty hires (IVB1-05). The President has also taken responsibility for

increasing enrollment with a variety of outreach strategies, inviting broader campus participation in such efforts (IVB1-06).

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

- The President holds weekly meetings with the Cabinet and Extended Cabinet (IVB2-01).
- The President holds monthly Administrative Council meetings (IVB2-02).
- The Governance Policy Handbook includes a College organizational chart that specifies administrative roles and responsibilities (IVB2-03, pp. 11-18).
- Communications from the President demonstrate delegation of authority, such as the appointment of new administrators and the restructuring of Divisions (IVB2-04).
- Section G of the District Human Resources (HR) Guide R-110 establishes the President as the primary authority for hiring academic administrators (IVB2-05, p. 6).
- The President hired two new administrators to address College needs (IVB2-06).

Analysis and Evaluation

The President holds weekly meetings with members of the Cabinet, comprised of vice presidents, and the Extended Cabinet, which includes areas under the President's direct supervision, such the Office of Institutional Effectiveness and Advancement, Office of Marketing and Communication, the ELAC Foundation, Vincent Price Art Museum, BuildLACCD representatives, and other local or District representatives. (IVB2-01) They ensure the President has the necessary information to make decisions and provide direction to the administrative team.

The President consults monthly with the Administrative Council, which including deans, supervisors, and managers (IVB2-02). Past topics typically include semester enrollment, updates from the District Office, budget updates, course schedule planning, COVID information and process updates, and other matters related to faculty support and student success. Members advise and update the President on issues or successes in their respective areas.

The College organizational chart reflects the appropriate delegation of administrative responsibilities, as discussed and planned by the President and the Cabinet. It identifies the general supervisory and oversight structure, and ultimately maintains the President as CEO. This chart is updated as leadership changes and positions shift (IVB2-03).

The President consults with Cabinet to evaluate an administrative area and appoint an appropriate administrator to support successful operation and functions. This demonstrates the President's authority to delegate oversight and responsibility to administrators consistent with their experience and scope of responsibility. E-mail announcements demonstrate that President's decisions in the appointment of new administrators such as the new Dean of the

Office of Institutional Effectiveness and Advancement, the Vice President of Student Services, as well as the restructuring of divisions such as the 2021 merger between Liberal Arts and Sciences (LAS) and Continuing Education and Workforce Development (CEWD) (IVB2-04).

When hiring academic administrators, the LACCD Human Resources Guide R-110 outlines the processes and denotes the President's authority to appoint a Screening Committee and/or make the final selection based off needs (IVB2-05). The president therefore has the ultimate responsibility to create the best administrative team possible to lead the work of the College. Such decisions were made when the President hired the STEM Dean and the Director of the Vincent Price Art Museum (VPAM). Job announcements specified responsibilities over evening duty at the Monterey Park campus for the dean and oversight of VPAM for the Museum Director (IVB2-06).

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

- The Governance Policy Handbook details the policies and procedures that the President utilizes to guide institutional improvement (IVB3-01).
- The President certifies Local Goals for the Vision for Success, ACCJC, Equity Plan, Guided Pathways, etc. (IVB3-02)
- President certifies and submits for Board approval the Strategic Plan, which contains institution-set standards, mission and goals, and data used for evaluation and planning (IVB3-03).
- The President also certifies Facilities, Technology, and Educational Master Plans which are used to allocate resources for intended improvements in student learning and achievement (IVB3-04, IVB3-05, IVB3-06)
- The President's role in planning and allocation is reflected in the Enrollment Schedule Development Calendar (IVB3-07).
- Priorities established by the President are also reflected in College planning and evaluation, such as work around diversity, equity, and inclusion to address the Framework of Racial Equity and Social Justice:
  - Program Review Self Evaluations include analysis of equity (IVB3-08, see highlights)
  - 2020-2021 Faculty Flex Handbook (IVB3-09, see highlights, p. 4)

Analysis and Evaluation

The President delegates authority to appropriate individuals, Offices, and Divisions to ensure, establish, and evaluate progress toward the College Mission and student success. The Governance Policy Handbook outlines the President's roles and responsibility in leadership and planning by detailing the College's administrative structure, shared governance processes and procedures (including bylaws), curriculum approval processes, development of the College Master Plans, program review processes, including the validation processes, and budget development process. Institutional planning and resource allocation is guided by the Mission Statement through the Program Review Self-Evaluation and Annual Update Plan processes (IVB3-01).

The President, through the College's shared governance process and delegation, ensures that the College implements local planning efforts and evaluates localized performance standards for student achievement, including the Chancellor's Vision for Success Goals, Student Equity and Achievement Plan Goals, and institution-set standards (IVB3-02).

As part of the College's committee structure, the President delegates the development and evaluation of the Strategic Plan to the Strategic Planning Committee. The Strategic Plan, in alignment with the District Strategic Plan, takes into consideration external and internal planning factors and sets College values, goals, and priorities (IVB3-03).

All subsequent Program Review goals and plans, including the Education Master Plan, Technology Master Plan, and Facilities Master Plan, must align with the Strategic Plan to ensure that planning, evaluation, and resource requests fulfill the College Mission. Plans are developed under the guidance of the President in accordance with procedure documented in the Governance Policy Handbook. The President certifies and submits these plans to the Board for approval (IVB3-04, IVB3-05, IVB3-06).

The Enrollment Schedule Development Calendar outlines the annual process for course schedule development and includes the President's role in institutional-level planning processes, resource allocation, and delegation of authority to administrators and department chairs. Schedule development is aligned with the four goals of the Mission: completion (Student Success), efficiency (Institutional Effectiveness), scheduling and distribution of classes (Access), and Special Programs (Equity) (IVB3-07).

Under the President, the College has allocated resources to build capacity and address equity issues through improved teaching, student support service delivery, accountability, and leadership. The creation of the Equity Town Halls and Framework for Racial Equity and Justice was initiated by the President to address longstanding social issues, including inequities in student achievement. This has been integrated into the College planning and evaluation processes, such as a new Program Review Self-Evaluation form that asks units to reflect upon how their activities align with the College's Framework on Racial Equity and Social Justice and professional development (IVB3-08). The 2020-2021 Faculty Flex Handbook states that full-time and part-time faculty must attend at least one training/activity related to diversity and equity, such as the Equity Leadership Alliance sessions to ensure that priorities will be addressed (IVB3-09).

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

- The District Handbook establishes the President as the institutional leader responsible for the College (IVB1-02).
- The President delegates accreditation duties, such as reassigning time for a Faculty Chair of Accreditation (IVB4-01).
- The President certifies all accreditation-related materials, such as the last Midterm Report in 2020 (IVB4-02).
- The bylaws of the Accreditation Steering Committee include membership that reflects faculty, staff, and administration (IVB4-03).
- The Governance Policy Handbook describes the function and membership of the ELAC Accreditation Steering Committee (IVB4-04, pp. 51, 72).

Analysis and Evaluation

As CEO, the President of East Los Angeles College carries the responsibility of oversight to ensure that the College meets all accreditation standards (IVB1-02). The President delegates accreditation duties with the appointment of a dean to serve as the Accreditation Liaison Officer, as well as a selecting and reassigning time for a full-time faculty member to serve as the Faculty Chair of Accreditation (IVB4-01) The President represents the College in District Board of Trustees meetings with approval of accreditation materials, most recently with the certification and submission of the Midterm Report in March 2020 (IVB4-02).

The Accreditation Steering Committee is the primary body responsible for overseeing accreditation efforts. The designated membership of the Accreditation Steering Committee includes faculty, classified staff, administrators, and students (IVB4-03). Its goal is to continually evaluate and improve College operations to improve institutional effectiveness and student-centered learning and achievement in accordance with Eligibility Requirements, Accreditation Standards, and Commission policies (IVB4-04). A status report on accreditation efforts is on the agenda of each Shared Governance Council meeting. Any materials produced to assurance compliance with accreditation standards are also reviewed and certified by campus leaders, such as the President of the Academic Senate, faculty and classified co-chairs of the Shared Governance Council, Accreditation Liaison Officer, Faculty Chair of Accreditation, AFT Chapter President, and President of the Associated Student Union, as evidenced in the certification page of the 2020 Midterm Report to the ACCJC.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

- Board Policy 2430 and Administrative Procedure 2431 allow the Chancellor to delegate

powers and duties to the President (IVB1-01).

- The Governance Policy Handbook describes the role of the President in assuring the alignment of College practices with mission and policies (IVB5-01, pp. 5, 22, 36).
- The 2021-2022 East Los Angeles College Operational Plan demonstrates the President's control over budget and expenditures (IVB5-02).

Analysis and Evaluation

BP 2430 and AP 2431 allow the Chancellor to delegate any powers and duties, including the administration of a college, to the President. This includes ensuring that relevant laws and regulations are compliant as statutes, regulations, and governing board policies are implemented (IVB1-01).

The GPH establishes that the President has the primary responsibility for the quality of the institution. As official designee of the College, the President also has the right to reject or modify any participatory governance decision. The GPH also clearly states that the President "provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness" (IVB5-01, pp. 5, 22).

As a part of the budget planning process, the Budget Committee reviews the College's preliminary allocation of funding and takes into consideration any planned budget cuts. Recommendations are forwarded to the Shared Governance Council for approval and then to the President. The President and vice presidents explain key budget adjustments and college priorities in the State of the College in May (IVB5-01, p. 36).

The role of the President is evident in the completion of the 2021-2022 ELAC Operational Plan, which was a budget plan that took into consideration different campus constituencies, including faculty, administrators, staff, and students to maintain access and support student success. It was certified and submitted by the President to the Chancellor in April 2021 (IVB5-02).

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- The President regularly communicates changes, updates, and events relevant to the college community (IVB6-01).
- The President presents upon the State of the College every May (IVB6-02).
- The President regularly participated in town halls for ELAC students, particularly during the pandemic (IVB6-03).
- The President regularly reports out to the ELAC Foundation (IVB6-04).
- The President presented status of the South Gate Educational Center to the community-based group Southeast LA Collaborative (March 18, 2021) (IVB6-05).
- The President's report is also a regular agenda item of ELAC Shared Governance Council (IVB6-06)
- The College hosted a 75th anniversary celebration with community leaders and

organizations of areas served by the College (IVB6-07).
- The President facilitated collaborations between the College and LAUSD on special programs (IVB6-08).

Analysis and Evaluation

As CEO, the President works and communicates effectively with the communities served by the College. While communication can entail in-person appearances, much of communication during the pandemic has taken digital form.

- E-mail remains one of the most common means to convey information to the college community, including regular updates regarding COVID-19. Presidential memos can recognize significant moments in the calendar, such as National Hispanic Heritage Month. The College is recognized by the US Department of Education as a Hispanic-Serving Institution (HSI) (IVB6-01). Memos also inform the community about changes in leadership, such as the appointment of new members in the administration, as evidenced in Standard IV.B.2.
- Every May, the President presents the State of the College address. In this annual forum, the President lays out priorities for the coming year. The 2021 State of the College shared information on student success May review budget updates, COVID-19 re-engagement priorities and processes, new hires, marketing and communication efforts, South Gate Educational Center status approval, and the President's Vision for 2021-2022 (IVB6-02).
- The President has also co-hosted virtual town halls with the ASU President to address concerns and answer questions directly from the student body (IVB6-03).
- The President is also a member of the Executive Committee of the ELAC Foundation and reports out at each Foundation meeting. The Foundation seeks to promote the College in reaching its goals through community and industry connections, and board membership is comprised of local community and business representatives (IVB6-04).
- The President presented to Southeast Los Angeles community members the College's current plans, anticipated growth, and local partnerships that will come with the completion of the South Gate Educational Complex in fall 2023 and further serve the local community (IVB6-05).
- The President's Report is a standing agenda item of every Shared Governance Council meeting and includes regular updates on campus matters (IVB6-06).
- The President works effectively with community leaders and organizations, as evidenced in the College's 75th anniversary community celebration in November 2021. Attendees included State Senator Susan Rubio, Los Angeles City Councilmember Gil Cedillo, Monterey Park Mayor Pro Tem Henry Lo and City Clerk Vincent D. Chang, and representatives from the offices of State Senator Bob Archuleta and Los Angeles County Supervisor Hilda Solis (IVB6-07).
- The President established a partnership with the Los Angeles Unified School District East to develop the Great Outcomes (G.O.) College Bridge, which will expand access and opportunity for high school students seeking a college education (IVB6-08).
- The current President is a board member of the California Community College Athletic Association (CCCAA), and a member of the Community College League of California CEO's Diversity, Equity, Inclusion, and Accessibility (DEIA) group.

Conclusions on Standard IV.B: Chief Executive Officer

The President's role as the chief executive officer (CEO) is clearly established through both District and College policy and procedure. The President has direct oversight of the planning, evaluation, and implementation processes to ensure that the College appropriately allocates a broad range of resources to guide institutional improvement and ensure that the College fulfills its Mission goals while also in compliance with accepted standards and policies. The President maintains a presence in the immediate campus community as well as in the areas served by the College. Importantly, the President has also shown effective leadership during the COVID-19 pandemic, demonstrating sensitivity toward students and employee needs. This sensitivity is evident in the prioritization that the President has shown in addressing the ongoing work needed around racial equity and social justice and leading the College forward.

Evidence List

IVB1-01 BP 2430 and AP 2431
IVB1-02 2022 LACCD District Governance and Functions Handbook, pp. 57-63
IVB1-03 College President Job Announcement
IVB1-04 Governance Policy Handbook, pg. 5
IVB1-05 President's Hiring Prioritization Letter
IVB1-06 President Enrollment Outreach Strategies

IVB2-01 President Cabinet Meeting May 24, 2022 Notes
IVB2-02 President Administrative Council Sign-In Sheet and May 12, 2022 Notes
IVB2-03 Governance Policy Handbook, pp. 11-18
IVB2-04 Communications from the President
IVB2-05 Section G of the District Human Resources (HR) Guide R-110
IVB2-06 STEM Dean and VPAM Director Announcements

IVB3-01 The Governance Policy Handbook
IVB3-02 NOVA Screenshot
IVB3-03 Strategic Plan
IVB3-04 Educational Master Plan
IVB3-05 Facilities Master Plan
IVB3-06 Technology Master Plan
IVB3-07 Enrollment Schedule Development Calendar
IVB3-08 Program Review Self Evaluation Template
IVB3-09 Faculty Flex Handbook

IVB4-01 Faculty Chair of Accreditation Announcement
IVB4-02 Midterm Report Signature Page
IVB4-03 Accreditation Steering Committee Bylaws
IVB4-04 Governance Policy Handbook, pp. 51, 72

IVB5-01 Governance Policy Handbook, pp. 5, 22, 36
IVB5-02 2021-2022 East Los Angeles College Operational Plan

IVB6-01 Presidential E-mails
IVB6-02 May State of the College Presentation
IVB6-03 Student Town Hall Flyers
IVB6-04 ELAC Foundation August 26, 2021 Minutes
IVB6-05 Presentation to Southeast LA Collaborative
IVB6-06 ESGC September 14, 2020 Minutes
IVB6-07 75th Anniversary Celebration Press Release
IVB6-08 ELAC and LAUSD Collaboration Press Release

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

- Board Policy 2010 establishes the authority of the Board of Trustees for the Los Angeles Community College District (DIVC1-01).
- Board Policy 2200 establishes the duties and responsibilities of the Board (DIVC1-02).
- Board Policy 2220 establishes the Board's committee structure, through which the Board exercises its responsibility to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (DIVC1-06).

Analysis and Evaluation

The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees (DIVC1-01). The Board has established policies that that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in Chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance, and educational quality (DIVC1-02). Board Policy 2410 indicates the process for creation and regular review of Board Policies (DIVC1-03).

The Board assures its role through actions taken in regular occurring monthly meetings (DIVC1-04; DIVC1-05) and through an established committee structure defined in Board Policy 2220 (DIVC1-06). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and to ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity (DIVC1-07; DIVC1-08; DIVC1-09; DIVC1-10). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (DIVC1-11).

Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs, and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees, and Board policy actions.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

- Board Policy 2715, the Board's Code of Ethics and Standards of Practice, affirms that the Board acts as a collective entity (DIVC2-01).

Analysis and Evaluation

The Board is committed to an ethical code (DIVC2-01), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual members (DIVC2-02; DIVC2-03; DIVC2-04; DIVC2-05). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training (DIVC1-11). ACCJC training was provided during a public session to meet this goal (DIVC2-06).

Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialog and debate prior to making decisions and stand behind the final board action once taken. The Board conducts an annual self-evaluation including areas of Board interactions and sets goals as needed for improvement on any areas of weakness.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

- Board Rule 10309 establishes a policy and procedure for selecting the CEO of the District (DIVC3-01).
- Board Rule 10105.13 establishes a policy and procedure for evaluating the CEO of the District (DIVC3-02).
- Administrative Procedure 7120 defines the selection process for college presidents (DIVC3-05).
- Human Resource Guide HR E-210 provides the evaluation procedure for college presidents (DIVC3-08).

Analysis and Evaluation

The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 (DIVC3-01, pp. 14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 (DIVC3-02). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435, respectively, upon approval by the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the Board through the board goals, board self-evaluation process, and Chancellor's evaluation (DIVC1-11). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal (DIVC3-03; DIVC3-04). The current Chancellor has been in office since 2014.

Administrative Procedure 7120 defines the selection process for College Presidents (DIVC3-05). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session (DIVC3-06). All contract renewals are based on annual evaluations with final approval by the Board (DIVC3-07).
The evaluation procedures for College Presidents and other executive academic staff are included in E210 (DIVC3-08). Annual evaluations (DIVC3-09) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument (DIVC3-10). The individual being evaluated is provided the opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument (DIVC3-11). Contributor groups include faculty, staff, and administrative representatives.

AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. ELAC's current President was permanently appointed in January 2021 after serving an interim role.

The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

- Board Policy 2200 establishes that the Board is an independent, policy-making body that reflects the public interest (DIVC1-02).
- Board Policy 2715, the Code of Ethics and Standards of Practice, implies the Board's commitment to defend the District and the Colleges and protect them from undue influence or political pressure (DIVC2-01).

Analysis and Evaluation

The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole (DIVC4-01). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (DIVC4-02; DIVC4-03).

BP 2200 (DIVC1-02) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (DIVC4-04) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (DIVC2-01) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (DIVC4-05; DIVC1-05). In addition, members of the public may request an item on the agenda for Board consideration (DIVC4-06).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 (DIVC4-04). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (DIVC1-02). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (DIVC4-07; DIVC4-08; DIVC4-09).

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds meetings and subcommittee meetings monthly that allow for public participation and dialog on District issues. Transparency and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

- Board Policy 2200 defines the Board of Trustees as an independent policy-making body that reflects the public interest (DIVC1-02).
- Board Policy 2410 grants the Board authority to establish, suspend, and amend policies (DIVC1-03).
- The committee structure of the Board (described below) illustrates the Board's ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Analysis and Evaluation

The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, institutional performance, and educational quality (DIVC1-02). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (DIVC5-01). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies, and programmatic changes.
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the District, and review the work of the Internal Audit Unit.
Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the District's interests

Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, district energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (DIVC1-03). The Board establishes the District Mission in Board Policy 1200 (DIVC5-02), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (DIVC5-03, p. 99), College Mission statements (DIVC5-04; DIVC5-05) and College Educational Master Plans (DIVC5-06) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (DIVC5-07). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis (DIVC5-08). Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (DIVC5-09). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (DIVC4-07; DIVC4-08; DIVC4-09; DIVC1-11). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality, and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board defined in policy.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board defines its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of the Board Policies:

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (DIVC1-01) BP 2015 Student Trustee (DIVC4-02)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (DIVC1-02) BP 2410 Board Policies and Administrative Procedures (DIVC1-03)
Board Structure	BP 2210 Officers (DIVC6-01) BP 2220 Committees of the Board (DIVC1-06)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (DIVC6-02) BP 2310 Regular Meetings of the Board (DIVC4-05) BP 2315 Closed Sessions (DIVC6-03) BP 2330 Quorum and Voting (DIVC6-04) BP 2340 Agendas (DIVC4-06) BP 2355 Decorum (DIVC6-05) BP 2430 Delegation of Authority to the Chancellor (DIVC6-06) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-07) BP 2716 Board Political Activity (DIVC6-08) BP 2720 Communications Among Board Members (DIVC6-09) BP 2745 Board Self-Evaluation (DIVC6-10)

The Board Policies are housed publicly on BoardDocs (DIVC6-11), which is accessible from the District home page (DIVC6-12).

Analysis and Evaluation

The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval (DIVC6-13).

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

- Minutes of the Board and minutes of the Board's committees and subcommittees reflect that the Board acts in a manner consistent with its policies (DIVC7-01 and DIVC7-02).

- Board Policy 2410 establishes the Board's responsibility for regular review of its policies (DIVC7-03).

Analysis and Evaluation

Regular meetings are held monthly (DIVC7-01) and established subcommittees meet regularly in accordance with policy (DIVC7-02). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement (DIVC4-07; DIVC4-08; DIVC4-09).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous eighteen chapters of Board Rules were converted to 7 Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (DIVC7-03). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (DIVC7-04; DIVC7-05). The Board approved the newly reformatted chapters and rescinded legacy policies (DIVC7-06). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (DIVC6-13).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (DIVC7-07). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (DIVC7-08; DIVC7-09). Recommended changes are brought forward to the Board for approval.

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (DIVC7-03). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District (DIVC7-08). All Policies are reviewed for effectiveness and brought to Board for review through noticing (DIVC7-10) and approval of the Board (DIVC7-06), and for more detailed review at the subcommittee level as needed (DIVC7-11). The Board is informed in their decision-making by a system of consultation (DIVC7-12; DIVC7-09) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (DIVC7-13; DIVC7-14).

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

- Reports to the Board from its Institutional Effectiveness and Student Success Committee (IESS) exemplify that the Board regularly reviews key indicators of student learning and achievement (DIVC8-01; DIVC8-02).

Analysis and Evaluation

The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This committee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies and programmatic changes (DIVC1-06). The IESS has regular reviews of progress made on the District Strategic Plans (DIVC8-01; DIVC8-02). In addition, the committee regularly works with staff to review success issues of importance (DIVC8-03, DIVC8-04).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (DIVC8-05). The Board also uses the Committee of the Whole to investigate important student success subjects (DIVC8-03; DIVC8-06). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (DIVC1-11).

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

- Board Policy 2740 spells out the District's commitment to board development through orientation and ongoing training (DIVC9-01).
- Board Policy 2100 establishes a mechanism for providing for continuity of board membership and staggered terms of office (DIVC4-01).

Analysis and Evaluation

Board policy 2100 calls for terms to be staggered so that as near possible half of the board members are elected every two years (DIVC4-01). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (DIVC9-01), that includes a review of the roles and responsibilities of Trustees (DIVC4-07; DIVC4-08; DIVC4-09).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (DIVC9-02; DIVC9-03). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students (DIVC9-04). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas (DIVC9-05; DIVC9-06). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues, such as AB 705 impact (DIVC9-07) and budget and enrollments (DIVC9-08).

The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

- Board Policy 2745 establishes a process for Board Evaluation (DIVC6-10).

Analysis and Evaluation

The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals (DIVC6-10). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (DIVC4-08). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process, as reflected in these board agenda (DIVC10-01; DIVC10-02). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (DIVC4-07; (DIVC1-11).

The Board has established policies dictating annual self-evaluations and goal setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

- Board Policy 2710 establishes the Board's Conflict of Interest policy (DIVC4-04).
- Board Policy 2715 is the Board Code of Ethics and includes consequences for violations (DIVC2-01).
- Board members publicly disclose their interests using California Form 700 (DIVC11-01).

Analysis and Evaluation

BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office. This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of Board operations (DIVC4-04). The Board members annually submit these disclosures (DIVC11-01). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (DIVC2-01). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy 6410 establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (DIVC11-02). The policy calls for complaints made regarding the Board of Trustees acting as a whole will be referred to the State Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (DIVC2-01).

The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a

process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure that the ethical code is adhered to and there are no conflicts that prevent the Board from operating in the best interest of the District. The Board adheres to its policies and annually submits economic interest disclosures for public review.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

- Through Board Policy 2430, the LACCD Board of Trustees delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds him accountable for the operation of the District (DIVC6-06).

Analysis and Evaluation

The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (DIVC6-06). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (DIVC1-03). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (DIVC6-06). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (DIVC12-01, p. 16).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process (DIVC1-11). Board policy 2430 dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting sessions (DIVC6-06). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the District Governance Handbook (DIVC7-08), which defines the role of the Chancellor and the Chancellor's executive staff.

The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of board goals, and the evaluation of the Chancellor based on board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the district.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

- Board Policy 2220 establishes that the Institutional Effectiveness and Student Success Committee of the Board has responsibility for ensuring the Board is informed of all matters related to accreditation (DIVC1-06).

Analysis and Evaluation

The Board is provided with information on the role of the Board in their initial orientation (DIVC2-02; DIVC2-03; DIVC2-04; DIVC2-05). In addition, the Board has established Board education on accreditation as one of its Board Goals (DIVC1-11). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role (DIVC2-06; DIVC13-01).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (DIVC1-06). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (DIVC13-02). The Board as a whole is presented with and approves all accreditation reports (DIVC13-03).

The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal setting process.

Conclusion for Standard IV.C

The Los Angeles Community College District has established Board Policies defining the composition of the Board and its duties. The Board shows a deep commitment to institutional effectiveness, sound financial decision-making, and the success of the colleges and students throughout the District. Its commitment to be informed on all aspects pertaining to the District under its purview is demonstrated through its committee structure which allows for Board dialog on issues such as budgets and finances, facilities development and maintenance, legislative affairs, student success, and institutional effectiveness. The Board, through its operations, has lived its commitment to the mission of the District, consistently striving for improved student outcomes, equitable access and achievement, and expansion of student and community support services.

The Board has demonstrated regular policy development and review through its adoption of the Community College League of California model Board Policies and through its years-long process of evaluating new Board Policies to ensure that effective use of policy-level language is consistent with the mission to ensure the quality, integrity, and improvement of learning programs and student services. This process was launched in alignment with the District's Strategic Plan and Board Goals.

The Board has approved budget policies and a Budget Allocation Model for the effective allocation of funds and resources necessary to support learning programs and student services throughout the District. The Board has delegated responsibility and authority to the Chancellor to implement Board Policies and ensure effective operations of the District and its colleges. The Board conducts its business in a public and transparent fashion within its established Board Policies. The Board engages in robust dialog on the needs of the District and recognizes that authority rests with the Board as a whole and not with individual Trustees.

The Board has a consistent and ongoing process of self-evaluation, integrated with the establishment of Board Goals. These goals are established in support of institutional effectiveness and to promote student access and achievement. The Board works through the Chancellor to operationalize responses to these goals and holds him accountable for associated results. Board members engage in an initial orientation and ongoing training to support understanding of their roles and responsibilities. The Board has policies in place to prevent undue influence and conflicts of interest. The Board conducts its business within the constructs of its policies and in support of the success of the District and its colleges.

Evidence List

DIVC1-01 BP 2010
DIVC1-02 BP 2200
DIVC1-03 BP 2410
DIVC1-04 Board of Trustees Meeting Schedule
DIVC1-05 Board of Trustees Meeting Agenda May 5, 2021
DIVC1-06 BP 2220
DIVC1-07 Budget and Finance Committee Minutes January 20, 2021
DIVC1-08 FMPOC Mins November 18, 2020
DIVC1-09 IESS Minutes February 17, 2021
DIVC1-10 Legislative and Public Affairs Minutes March 17, 2021
DIVC1-11 Board Goals April 28, 2022

DIVC2-01 BP 2715
DIVC2-02 Board of Trustees Orientation
DIVC2-03 Board of Trustees Orientation Proc
DIVC2-04 Board of Trustees Student Orientation 2021
DIVC2-05 Board of Trustees Student CM
DIVC2-06 Board of Trustees ACCJC May 17, 2021

DIVC3-01 Board Rule 10309, pp. 14-18
DIVC3-02 Board Rule 10105.13
DIVC3-03 Board of Trustees Special Meeting January 20, 2022
DIVC3-04 Chancellor Employment Approval
DIVC3-05 AP 7120
DIVC3-06 ELAC President Appointment
DIVC3-07 Presidential Contract Extensions
DIVC3-08 HR E-210
DIVC3-09 Board of Trustees Closed Session January 12, 2022
DIVC3-10 HR E-210A
DIVC3-11 HR E-210B

DIVC4-01 BP 2100
DIVC4-02 BP 2015
DIVC4-03 Student Trustee Resolution
DIVC4-04 BP 2710
DIVC4-05 BP 2310
DIVC4-06 BP 2340
DIVC4-07 Board of Trustees Special Meeting January 22, 2022
DIVC4-08 Board of Trustees Self-Assessment January 22, 2022
DIVC4-09 Association Community College Trustees Presentation

DIVC5-01 IESS Policy Rev
DIVC5-02 BP 1200
DIVC5-03 Board of Trustees DSP January 10, 2018, pg. 99
DIVC5-04 IESS Agenda January 19, 2022
DIVC5-05 Board of Trustees LAMC February 2, 2022
DIVC5-06 Board of Trustees EMP November 4, 2020
DIVC5-07 IESS SEMP August 19, 2020
DIVC5-08 IESS Agenda March 16, 2022
DIVC5-09 Budget and Finance Committee May 19, 2021

DIVC6-01 BP 2210
DIVC6-02 BP 2305
DIVC6-03 BP 2315
DIVC6-04 BP 2330
DIVC6-05 BP 2355
DIVC6-06 BP 2430
DIVC6-07 BP 2610
DIVC6-08 BP 2716
DIVC6-09 BP 2720
DIVC6-10 BP 2745
DIVC6-11 BPs on BoardDocs
DIVC6-12 LACCD Website Home
DIVC6-13 Board of Trustees Appr Ch 2 Policies

DIVC7-01 Board of Trustees Mtg Sched BDocs

DIVC7-02 Subcommittee Meeting Postings
DIVC7-03 BP AP Matrix
DIVC7-04 DAS Ch5 Approval
DIVC7-05 SAC Ch5 Approval
DIVC7-06 Board of Trustees Ch. 4 Approval
DIVC7-07 BP 2410
DIVC7-08 Gov Handbook
DIVC7-09 AP 2510
DIVC7-10 Board of Trustees Noticing
DIVC7-11 IESS Ch 4 Review
DIVC7-12 BP 2510
DIVC7-13 BP 2900
DIVC7-14 AP 4100

DIVC8-01 IESS Student Outcomes May 19, 2021
DIVC8-02 IESS Award Trends
DIVC8-03 AB705 English
DIVC8-04 IESS Equity Plans
DIVC8-05 Board of Trustees Rev Local Goals
DIVC8-06 Committee of the Whole AAOI

DIVC9-01 BP 2740
DIVC9-02 Board of Trustees PD April 3, 2019
DIVC9-03 Board of Trustees PD January 8, 2020
DIVC9-04 ACCT 2019
DIVC9-05 Board of Trustees PD October 2, 2019
DIVC9-06 Board of Trustees PD December 4, 2019
DIVC9-07 Committee of the Whole AB705 April 24, 2019
DIVC9-08 Committee of the Whole Bud Enroll June 3, 2020

DIVC10-01 Board of Trustees Special Meeting January 20, 2021
DIVC10-02 Board of Trustees Special Meeting February 6, 2021

DIVC11-01 Form 700
DIVC11-02 BP 6410

DIVC12-01 Chancellor's Report, pg. 16

DIVC13-01 Board of Trustees ACCJC Train May 16, 2021
DIVC13-02 IESS Midterm January 22, 2020
DIVC13-03 Board of Trustees ACCJC February 5, 2020

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan (DIVD1-01) and through the establishment of a clear vision for District success and equity (DIVD1-02). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (DIVD1-03).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor (DIVD1-04). Any administrative action required by decisions of the Board are the purview of the Chancellor. Board Policy 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

The District has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. Board Policy 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of district property, procurement, budget, accounting, audits, and the protection of assets and persons (DIVD1-05). The Chancellor has the authorization, granted to him by Board Policy 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures (DIVD1-06).

The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC AKA district office). This group is also known as the Chancellor's Cabinet.

Analysis and Evaluation

The District has a thoroughly defined system of responsibility that delineates the functions of the District administration and the College administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the Colleges and the ESC to his Cabinet.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges

and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The ESC provides centralized support to all Colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices (DIVD2-01).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (DIVD2-02; DIVD2-03). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

In order to assure that the District is supporting the Colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and regular occurring service surveys. The District has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from College groups on District support, which are used to improve service and support for Colleges. The details of these evaluations are provided in Standard IV.D.7 (DIVD2-04; DIVD2-05).

Analysis and Evaluation

The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has a process for allocating sufficient resources to the Colleges. The Budget Allocation Model was developed and approved through District Governance (DIVD3-01; DIVD3-02) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (DIVD3-03). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy (DIVD3-04) that takes into consideration the needs of the colleges, cost controls, and accountability (DIVD3-05).

The LACCD most recent annual audit demonstrates the district reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits (DIVD3-06).

Analysis and Evaluation

The District has an approved allocation model that focuses on providing resources to Colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the district reviews and controls expenditures district-wide.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing district policies at their respective colleges. These responsibilities include the provision of effective educational programs and student support services; compliance with all accreditation eligibility requirements and standards; plan and manage operational budgets effectively and meet annual budget targets; assess the effectiveness of all college planning efforts and oversee the implementation of college bond and capital construction programs (DIVD4-05; DIVD4-01).

College presidents have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year (DIVD3-05).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals (DIVD4-02). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement (DIVD4-03; DIVD4-04).

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District has a detailed process for planning and evaluation at the district level. These processes guided by the District Mission and Strategic Plan (DSP) (DIVD5-01). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (DIVD5-02). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership (DIVD5-03).

The District Strategic Plan was approved by the Board in January 2018 (DIVD5-04) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to the College core values and planning cycles. Insert relevant college information. The college plans and the associated alignments are presented to the Board Institutional

Effectiveness and Student Success Committee (DIVD5-05) and approved by the Board as a whole (DIVD5-06).

Analysis and Evaluation

The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The District also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (DIVD6-01; DIVD6-02). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes (DIVD6-03; DIVD6-04; DIVD6-05). This allows all constituents the ability to review decisions made by the Board, Academic Senate and other governance groups as they are made, search for particular topics, or review them at a later time.

The District utilizes its robust system governance committees, consultation councils, and operational groups to ensure effective and timely communication between the District and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss districtwide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups or other organizational groups. The following administrative groups represent the organizations' efforts to ensure district decisions are discussed by those impacted across all colleges: Admissions and Records Committee (DIVD6-06); Chief Instructional Officers Council (DIVD6-07); Chief Student Services Officer Council (DIVD6-08); District Administrative Council (DIVD6-09); District Adult Education Deans Committee (DIVD6-10); District Career Education Deans Committee (DIVD6-11); Financial Aid Committee (DIVD6-12).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions (DIVD6-13; DIVD6-14). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to

follow-up on the implementation and results of decisions already made. This process is vital in order to ensure that information flows from the District to the colleges, as well as provide input from the colleges to the District on important issues. The representatives of these groups report back to the colleges in groups such as the ELAC Academic Senate.

The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents (DIVD6-15). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (DIVD6-16). The President reports out on District decisions at the ELAC Shared Governance Committee.

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (DIVD6-17). The evaluations noted a need to improve communication and dissemination of actions taken.

Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (DIVD6-18). In fall 2021, the District launched the quarterly "Governance Update" that provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District (DIVD6-19).

Analysis and Evaluation

The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making materials and report out of actions taken. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor's reports and quarterly Governance Updates have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook (DIVD7-01). This document is regularly reviewed through the District governance committees - surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

The district level Governance and Decision-Making Assessment Survey (DIVD6-17) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Student Organizations.
- Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits.
- Quality of district level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed).
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the district's stated goals.

The District's Educational Programs and Institutional Effectiveness division conducts, analyzes and disseminates the surveys (DIVD7-02). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (DIVD7-03). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (DIVD7-04; DIVD7-05). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services provided by the ESC and how to improve them in the future (DIVD7-06). The survey seeks input common across all units that include the following questions:

1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a timely manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

These evaluations are used to improve services provided to the Colleges and as part of the overall assessment of role delineation.

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services (DIVD7-07). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges (DIVD7-08). The recommendation led to a significant shift to a centralized model of IT in an effort to support the Colleges in meeting their missions (DIVD7-09). The District also contracted an external evaluation of Human Resources (DIVD7-10). The resulting evaluation was used to guide improvements in Human Resources to better support the Colleges including improvements in policies and practices and utilizing automation and technology to increase support (DIVD7-11). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusion

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles Region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each College. The District governance, operations and planning must balance these unique needs with the broader commitment of the District to all that it serves.

The District has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the District and sole employee of the Board of Trustees. Through Board Policy he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the College Presidents and developed district-level operations to support the Colleges within a consistent framework and structure.

The delineation of duties between the District and colleges is defined in the Board Policies, Administrative Procedures, and in the District Governance Handbook. The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of District- and College-level work is exemplified in institutional planning. The District has a defined process for the development of its strategic plan, which includes all Colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all Colleges. While each College develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness.

Evidence List

DIVD1-01 2018-2023 LACCD District Strategic Plan
DIVD1-02 LACCD Framework for Racial Equity and Social Justice 2020
DIVD1-03 LACCD Board Goals 2020 Revised
DIVD1-04 BP 2430 Delegation of Authority to the Chancellor
DIVD1-05 BP 6100 Delegation of Authority, Business and Fiscal Affairs
DIVD1-06 BP 7110 Delegation of Authority, Human Resources

DIVD2-01 DPC Handbook 2021
DIVD2-02 Accreditation Committee Agenda 8-21-2020
DIVD2-03 Accreditation Matrix
DIVD2-04 District Level Governance and Decision-Making Assessment Spring 2021
DIVD2-05 Spring 2021 District Level Governance Survey Results

DIVD3-01 Agenda 04-23-19 ECDBC
DIVD3-02 DBC Minutes May 15 2019
DIVD3-03 District Budget Committee Minutes June 9, 2021
DIVD3-04 Debt Model
DIVD3-05 Accountability Model
DIVD3-06 Audit Report 2020

DIVD4-01 ELAC President Job Description
DIVD4-02 FORM HR E-210A LACCD College Presidents Self-Assessment Evaluation Instrument
DIVD4-03 FORM HR E-210B LACCD Data Collection College President Evaluations
DIVD4-04 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor

DIVD5-01 2018-2023 LACCD District Strategic Plan

DIVD5-02 2017 DPC Minutes Approve Evaluation of DSP
DIVD5-03 DPC Recommendations Form 2017 Evaluation of DSP
DIVD5-04 BOT Agenda 011018
DIVD5-05 IESS Planning Example
DIVD5-06 Board Agenda College Plan Example

DIVD6-01 IESS March 2019 Agenda
DIVD6-02 Board Agenda April 2019
DIVD6-03 BoardDocs Committees
DIVD6-04 Sample Board Docs Posting
DIVD6-05 District Academic Senate Agenda
DIVD6-06 A&R Agenda June 22 2021
DIVD6-07 LACCD CIO Council Agenda April 7, 2021
DIVD6-08 CSSO Council Agenda May 4, 2021
DIVD6-09 DAC Draft Agenda June 25, 2021
DIVD6-10 Dist. AE Deans Meeting March 19, 2021
DIVD6-11 CED Deans January 2022 Meeting Agenda
DIVD6-12 FAC Agenda May 6, 2021
DIVD6-13 DAS Exec Consultation Agenda June 11, 2021
DIVD6-14 AFT Faculty Union Consultation June 14, 2021
DIVD6-15 Cabinet Agenda March 11, 2020
DIVD6-16 Presidents' Council Agenda February 7, 2020
DIVD6-17 Spring 2021 District Level Governance Survey Results
DIVD6-18 June 2021 Chancellor's Monthly Report
DIVD6-19 EPIE Governance Newsletter

DIVD7-01 District Governance Handbook
DIVD7-02 LACCD District-Level Governance and Decision-Making Assessment 2010, 2012, 2014, 2018 Comparison
DIVD7-03 DPC Spring 2021 Survey Results Discussion
DIVD7-04 DBC Self-Evaluation
DIVD7-05 DPC Self-Evaluation Survey Results 2022
DIVD7-06 ESC Services Survey Results Overall 2020-21
DIVD7-07 IT Evaluation Approval
DIVD7-08 IT Evaluation Summary
DIVD7-09 LACCD OIT Service Model
DIVD7-10 HR Evaluation contract approval
DIVD7-11 HR Updates 2019

H. Quality Focus Essay

QFE #1: Institutionalization of Guided Pathways

Introduction and Rationale

In 2017 the College embarked upon Guided Pathways (GP) after consideration of progress on student learning and achievement and recognition of challenges evident in the data. The College had made great strides in program completion and implementing new initiatives to advance student learning:

- Transfer degrees awarded had tripled
- In 2016, ELAC ranked 5th in transfers to CSU and 13th in transfers to UC
- In recent years, ELAC had increased degree and certificate of completions by over 30%
- ELAC's GO East LA collaboration with LAUSD and CSULA had expanded to partnerships with close to 70 public schools through an aggressive dual enrollment program
- ELAC had expanded noncredit offerings by over 50% through its new School of Continuing Education

Despite this progress in student success, students still struggled to reach their goals. Data revealed most students do not meet achievement milestones within a reasonable timeframe, particularly Latina/o students.

Total Student Metrics After Three Years at ELAC				
	Fall 2017	Fall 2018	Fall 2019*	Fall 2020*
Took classes in the next Fall	57	54	50	48
Completed 30 UC/CSU units	46	46	42	37
Completed both transfer-level English and Math	16	19	17	14
Completed a certificate, degree, or skill certificate	10	11	7	2
Completed 60 UC/CSU Units	28	28	25	19

Latina/o Student Metrics After Three Years at ELAC				
	Fall 2017	Fall 2018	Fall 2019*	Fall 2020*
Took classes in the next Fall	58	55	51	51
Completed 30 UC/CSU units	45	44	41	38
Completed both transfer-level English and Math	13	16	15	13
Completed a certificate, degree, or skill certificate	8	9	6	1
Completed 60 UC/CSU Units	26	26	24	21

*Note: * Fall 2019 and Fall 2020 data is incomplete since the third year of the cohort is still in progress.*

The College also examined survey data from the Career Ladders Project that revealed community college students find choosing a major to be a daunting task. Findings included:

- Difficulty in choosing a major was identified as a barrier to finishing on time.
- Difficulty included a lack of opportunity to explore careers and understand how majors link with different careers.
- Most students felt taking courses was not a helpful strategy for career exploration.
- Students wanted a sense of community and peer connection: They expressed a desire for connection to others to gain support and advice, particularly those with similar career interests or majors.

Based on this data, the College embarked upon Guided Pathways Model, described by the American Association of Community Colleges as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market." The QFE seeks to continue the work that has been do so far around Guided Pathways and institutionalize it.

Anticipated Impact on Student Learning and Achievement

The complete institutionalization of GP will reduce barriers to student achievement. More students will be able to identify how College offerings meet their interests and, thereby, develop relevant educational goals. Students will receive culturally relevant instruction aligned with career and academic goals. Students will enroll in courses that best fit their needs in a timely manner and also receive the necessary support to succeed in their educational journey and in the workplace.

Anticipated Measurable Outcomes

- Increase in percentage of students initially applying who complete registration for a class.
- Decline in percentage of students with undeclared majors.
- Increase student contacts and the proportion of students contacted through student services and learning support services, tracking counseling appointments, and Financial Aid.
- Increase in percentage of new students who take the Gateway Math and English within the first year.
- Increase in percentage of students meeting UC/CSU unit benchmarks, 30-unit and 60-unit.
- Increase in persistence of students from fall to spring and fall to fall.
- Increase in percentage of students completing in 2 years and 3 years.
- Increase in percentage of students transfers and/or earning degrees and certificates.
- Decrease in the average number of units accumulated by students earning degrees and certificates.

Project Activities and Timelines

One of the major goals of Guided Pathways is to embed Career and Academic Pathways (CAPs), including career exploration, and Academic Maps into as many existing contact points as possible during the student experience. The institutionalization of CAPs and Academic Maps within an existing annual cycle will allow for updates as needed.

There are multiple actions already underway including webinars for students sponsored by each CAP team and an update to the student orientation. In addition, an increasing number of offices and programs have adopted the CAPs in how they are structuring communications, including at enrollment fairs. The PDF Maps are in their second generation of revision and publication and work is underway to transition to ProgramMapper. To facilitate further integration throughout each applicable unit, the college would like to use the NCII stipend to support a "CAP & Map Inquiry Liaison." The Inquiry Liaison would visit offices that students encounter during their educational journey, to identify effective practices in CAP & MAP integration as well as opportunities for such. The Liaison would provide updates to help guide further implementation. The table below outlines these actions and more:

Activities	Description	Responsible Parties	Timeline
CAP Team Events and Student-Facing CAP Events	Webinars each semester, Foci on academic programs or career, Develop a master calendar for macro level events in early semester and depts/disciplines after.	8 CAP Teams, led by GP Facilitators and supported by Guided Pathways Student	2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026

	Certain CAP Teams will include industry sector partnerships. CAP model updates and data collection (surveys, focus groups)	Ambassadors	
Data coaching	Data coaches will work with a CAP Team to use college-wide, district-wide, and state-wide databases to prepare a presentation on equity outcomes (e.g., number of transferable units, number of completed certificates, completed transfer-level English and math) related to the CAP, department, or unit and identify gaps for further action.	12 data coaches, led by GP Facilitator with support from OIEA as needed	2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026
Inquiry on Services Promoting CAPs	The Inquiry Liaison will help units conduct their own inquiry and identify practices that promote CAPs. Working with GP Facilitators, Guided Pathways Student Ambassadors, Student Services and others, the Liaison will map out the touchpoints in the student experience to assist with their work. Examples of integration of CAPs during student touch points include Enrollment Fairs and Welcome Days.	GP Facilitators and Laura Cantu will provide guidance to Liaisons, including inquiry instruments.	2021-2022, 2022-23, 2023-2024,
Academic Mapping	PDF versions of the Academic Maps are being	GP Facilitator, Support Staff,	2021-2022, 2022-2023,

	transitioned to ProgramMapper, which will include more specificity and connections. Department outreach conducted during mapping Chairs will continue their use of maps for scheduling (in conjunction with Student Ed Plan data) Faculty will have access to links to maps for through their Canvas Syllabus and/or page	and GP Student Ambassadors GP Facilitators and Strategic Enrollment Management Planning Committee GP Facilitators, DE Office, and GP Student Ambassador	Ongoing maintenance 2021-2022, 2022-23, 2023-2024, 2024-2025, 2025-2026 2021-2022, 2022-2023, Ongoing maintenance
Cultural Curriculum Redesign	This training enables faculty participants to redesign their courses to be inclusive, equity-minded and culturally relevant to students. Based on a review of success data, they will analyze the COR and SLOs for their courses and make recommendations for changes, as needed. Participants receive a stipend upon submission of their redesigned materials. The semester-long endeavor results in redesigned syllabi, an assignment, an assessment and rubrics. The training will also be provided through the New Faculty Institute.	GP Facilitator with support of PD Office and OIEA	2021-2022, 2022-23, 2023-2024, 2024-2025, 2025-2026

PD – COP Project based learning Equity Matters	EM, and SOTL—Project based learning Equity-Minded Practitioner Certificate: including speaker series, book clubs, and equity audit dialogues Canvas EM repository		2021-2022, 2022-23, 2023-2024, 2024-2025, 2025-2026 2021-2022, 2022-23, 2023-2024, 2024-2025, 2025-2026
Embed Career Exploration into Introductory Courses;	Generic Assessment(s) that can be used by any instructor in class; Present to Dept Chairs and ask that they present to their departments, inviting adjuncts. Such as Explore creating a tutorial video Career & Job Svcs, welcome days, Introductory courses have been identified; Incorporate into NFI	GP Facilitators	2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026
Learning Outcomes	The Learning Assessment Office and Committee are currently instituting a college-wide IGELO assessment campaign called “Think Five.” It involves faculty volunteering to embed 1. an IGELO in classroom instruction, 2. A teaching objective of COR material aligned with the IGELO, 3. a universal Rubric aligned with the IGELO, 4. an	LAO & LAC	2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026 2022-2023, 2023-2024, 2024-2025, 2025-2026

	assignment that carries weight for the grade, 5. An authentic assessment for the IGELO. Based on what is learned through annual analysis of equity gaps at the SLO Closing Day event, the Learning Assessment Office works with specific faculty on their action plans to address any gaps that emerge. Currently, course learning outcome assessments are mapped to Program Learning Outcomes (PLOs), which ensures indirect assessment. The LAO plans to work with disciplines to develop direct assessment of PLOs that align with an understanding of discipline career pathways, including industry-sectors.		
Integrate several GP activities into AUP	Currently, departments are asked to provide input on their use of maps when scheduling for enrollment. As additional inquiry is considered for the AUP, queries on several GP activities will be included.	PRVC & OIEA	2022-2023, 2023-2024, 2024-2025, 2025-2026

QFE #2: Expansion of Dual Enrollment

Introduction and Rationale

Dual enrollment (DE) serves as an opportunity for middle and high school students to access college courses, resources, and exposure. East Los Angeles College's DE program is offered every semester at over 80 K-12 and community organizations with 150-200 courses serving approximately 4,000-5,000 students. These courses provide early college exposure to a historically underserved population of great need. Most of the middle schools and high schools that ELAC serves are low-income and considered to be a majority-minority demographic. Data collected by Statistical Atlas demonstrates that 52% of the population 25 years and older in the East Los Angeles and Southeast Los Angeles area do not have a high school diploma or equivalent, which creates an additional barrier. More than half of the high school students in the College's service area will not graduate from high school and continue in higher education. However, studies have found that students from low-socioeconomic status (SES) communities exposed to dual enrollment have higher rates of high school and college persistence. In addition to higher college persistence, there is also an increase in collegiate social capital in the community (Kazmi & Naarananoja, 2014; Venezia & Jaeger, 2013).

Dual Enrollment Outcomes by Ethnicity

Row Labels	Enrollments	Successful	Success Rate
Asian	**4630**	**4095**	**88.4%**
2017-20	3498	3053	87.3%
2020-21	1132	1042	92.0%
Black/African American	**466**	**314**	**67.4%**
2017-20	422	283	67.1%
2020-21	44	31	70.5%
Hawaiian/Pacific Islander	**15**	**7**	**46.7%**
2017-20	13	5	38.5%
2020-21	2	2	100.0%
Hispanic/Latino	**27637**	**20137**	**72.9%**
2017-20	23749	17100	72.0%
2020-21	3888	3037	78.1%
Multi Racial/Ethnic	**217**	**164**	**75.6%**
2017-20	169	120	71.0%
2020-21	48	44	91.7%
Native American	**26**	**13**	**50.0%**
2017-20	23	12	52.2%
2020-21	3	1	33.3%
Unknown	**1207**	**965**	**80.0%**
2017-20	1051	853	81.2%
2020-21	156	112	71.8%
White	**295**	**227**	**76.9%**
2017-20	252	188	74.6%
2020-21	43	39	90.7%
Grand Total	**34493**	**25922**	**75.2%**

Dual Enrollment Outcomes by Gender

Row Labels	Enrollments	Successful	Success Rate
Female	**21225**	**16317**	**76.9%**
2017-20	17644	13378	75.8%
2020-21	3581	2939	82.1%
Male	**13007**	**9431**	**72.5%**
2017-20	11365	8116	71.4%
2020-21	1642	1315	80.1%
Unknown	**195**	**120**	**61.5%**
2017-20	108	72	66.7%
2020-21	87	48	55.2%
Grand Total	**34427**	**25868**	**75.1%**

The Office of Institutional Effectiveness and Advancement also examined dual enrollment data of the Engineering and Technologies (E&T) Department for students who had attempted dual enrollment during the 2016-2019 academic years and discovered the following data:

Table 1. Dual Enrollment to ELAC Student Overview		
	Headcount	Enrollment
Counts of Dual Enrolled Students (2016-2019)	2487	3261
Counts of E&T Students (2017-2020)	499	574
Counts of E&T Students–Previously Dual Enrolled	108	135
Counts of E&T Students–Not Previously Dual Enrolled	391	439
Percent of E&T Students—Previously Dual Enrolled	21.6%	23.5%
Percent of Dual Enrolled Students that became E&T ELAC Students	4.3%	4.1%

Table 2. E&T Course Outcomes (2017-2020)					
	Student Count	Retained Count	Retention Rate	Success Count	Success Rate
E&T ELAC Students—Previously Dual Enrolled	135	128	94.8%	123	91.1%
E&T ELAC Students—Not Previously Dual Enrolled	439	380	86.6%	316	72.0%
Total	574	508	88.5%	439	76.5%

Retention captures the number of students that didn't withdraw from the course after census, and success captures the number of students that received an A, B, C, or P. Table 2 displays E&T students that were previously dual enrolled had higher success rates compared to those who did not. While this not necessarily indicate a causal relationship, the data seems significant enough to expand dual enrollment and conduct further analysis.

Anticipated Impact on Student Learning and Achievement

There is a community problem of limited access to DE classes for low-income Hispanic high school students. Hispanic high school students from low-SES communities have a relatively low rate of college enrollment immediately following high school. For example, while 81% of upper-income high school graduates enter college the following fall, only 52% of low-income students persist to college (Karp, 2015). When Hispanic high school students from low-SES communities are provided access to DE and other forms of early college exposure, they have demonstrated higher high school graduation rates and persistence to college (Boswell, 2001; Chapman, 2001; Smith, 2007). Additionally, when Hispanic high school students from low-SES communities are exposed to DE programs while they are in high school, they develop successful skills that prepare them to be successful in college, especially during their first year in college (Career Ladders Project). Additionally, according to (Wheelhouse, 2021) students who participate in dual enrollment have higher rates of high school graduation, college enrollment, credit accumulation, persistence, and completion.

Anticipated Measurable Outcomes

Data from 2021-2022 will be used as a baseline for data to monitor change. Past participants in the College's dual enrollment offerings have provided qualitative feedback that they find themselves being seen, heard, and connected. As a result, students exhibit confidence and feel prepared that they will transfer to a four-year institution. Measurable outcomes include:

- Increase in number of dual enrollment offerings.
- Increase in high school completion rates of students involved in dual enrollment.
- Increase in college enrollment date of students from local high schools where dual enrollment has been offered.
- Increase in persistence of students from fall to spring and fall to fall.
- Increase in student success outcomes of students involved in dual enrollment.

Project Activities and Timelines

Responsible parties for the expansion of dual enrollment include ELAC's Student Services, Instructional Services, Career Workforce and Adult Education, and campus leadership. The collaborative effort will increase the opportunity of offering additional dual enrollment courses to local high schools.

Anticipated resources and collaborations include:

- Dual Enrollment/Early College Program staff to organize registration, implementation of programming, and recruitment events for K-12 students.
- K-12 partnerships with local school districts, charter, and parochial schools to provide access to higher education classes at their school sites.
- Family and Community Engagement Services (FACES) provides a platform to connect awareness of Dual Enrollment and ECP to LAUSD parents and administration.

- Non-Credit support to provide alternative courses for parents of K-12 students.
- Professional development resources to support off-site faculty and partners with outreach for faculty orientations each semester.
- Admissions & Records assists with processing dual enrollment registration.
- Academic Affairs/Career Workforce supports promoting awareness of courses specific to vocational pathways

The following are the planned activities for expansion of dual enrollment:

Activities	Description	Responsible Parties	Timeline
Dual Enrollment/Early College Program Presentations	A review of courses offered to high school and middle school students ages 13-18 online and on K-12 campuses to increase access to higher education and completion of certificates and degrees. Presentations will be offered to K-12 administrators, parents, students, and college faculty.	Outreach and Recruitment, FACES	2022-2023, 2023-2024, 2024-2025, 2025-2026 Offered every Fall and Spring
Student and Family Workshops	Registration Workshops will be offered through the Outreach office year-round to assist parents and students with online application and registration forms, as well as provide workshops and training. FACES: Dissemination of Dual Enrollment information to school districts and community-based organizations along with parochial and charter schools. FACES is embedded in large parent and community meetings that provide latest program updates and upcoming events.	Outreach & Recruitment and Family and Community Engagement Services (FACES)	2022-2023, 2023-2024, 2024-2025, 2025-2026 At least one offered every semester
Student orientations	Registered students will be offered orientations prior to the start of each semester to help them navigate the student portal, drop dates/deadlines, and academic support access.	Outreach and Recruitment	2022-2023, 2023-2024, 2024-2025, 2025-2026 At least two offered every semester
K-12 District training on dual enrollment	High school counselors and admin will be invited twice a year to review course request policies and procedures, benefits of ECP/dual enrollment, and connect to point persons within the Outreach	Outreach and Recruitment	2022-2023, 2023-2024, 2024-2025, 2025-2026 Offered twice a year: Fall and Spring

	Department. Manage and nurture ongoing K-12 relationship.		
College bridge follow up and support	Provide follow up and support with presentations, face-to-face assistance that helps provide a seamless transition for post-secondary education such as ensuring students are connected to appropriate student support services to ensure student success. Strategically coordinate on campus college bridge support, starting with Welcome Days and following up at high schools before graduations.	Outreach and Recruitment, FACES, First Year Center (FYC)	2022-2023, 2023-2024, 2024-2025, 2025-2026
Tutoring/mentoring	Student Ambassadors provide mentoring and guidance. Students are informed with clarity where and how to connect to tutoring services. We equip students with all the information to access campus tutoring and mentoring. FACES: Informs parents and community at large of all support services available.	Outreach and Recruitment, FACES	2022-2023, 2023-2024, 2024-2025, 2025-2026