



Institutional Self-Evaluation Report

in Support of an Application for
Reaffirmation of Accreditation

August 2022



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Submitted by:

Los Angeles Trade-Technical College
400 W. Washington Blvd.
Los Angeles, CA 90015

Submitted to:

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

August 2022

Certification

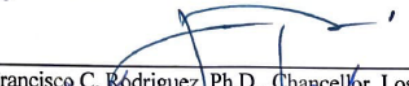
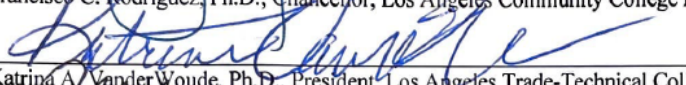
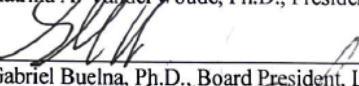
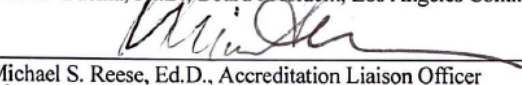
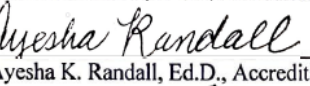
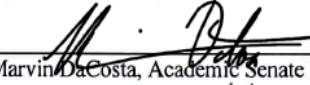
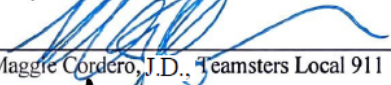
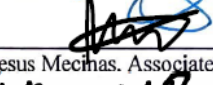
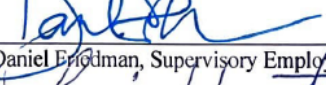
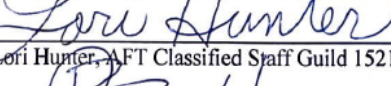
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Katrina VanderWoude
Los Angeles Trade-Technical College
400 W. Washington Blvd. Los Angeles, CA 90015

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:

 Francisco C. Rodríguez, Ph.D., Chancellor, Los Angeles Community College District	7/6/2022 Date
 Katrina A. VanderWoude, Ph.D., President, Los Angeles Trade-Technical College	7/20/2022 Date
 Gabriel Buelna, Ph.D., Board President, Los Angeles Community College District	7/6/2022 Date
 Michael S. Reese, Ed.D., Accreditation Liaison Officer	7/20/2022 Date
 Ayesha K. Randall, Ed.D., Accreditation Co-Chair	7/21/2022 Date
 Marvin DaCosta, Academic Senate President	7/22/2022 Date
 Joseph Guerrieri, AFT Faculty Guild 1521	7/20/2022 Date
 Maggie Cordero, J.D., Teamsters Local 911	7/21/2022 Date
 Jesus Mecinas, Associated Students Organization President	6/24/2022 Date
 Michael Price, SEIU Local 99	7/21/2022 Date
 Daniel Friedman, Supervisory Employees Local 721	7/20/2022 Date
 Lori Hunter, AFT Classified Staff Guild 1521A	7/20/2022 Date
 Ramiro de Leon, Building and Construction Trades	7/20/2022 Date

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A. Introduction

Informed by research on the needs of our student body and concerns about our completion rates, Los Angeles Trade-Technical College (LATTC) embarked upon a campus-wide effort to maximize student success by creating nine pathways to academic, career, and transfer success. Embraced by the college community as documented in our Strategic Educational Master Plan (SEMP), this campus-wide effort connected our various departments and programs of study into pathways to create cohorts of students and guided choices. The college is committed to developing, piloting, and assessing strategies to improve student success, given the historical achievement gaps within the communities it serves. These strategies have included efforts to bring clarity and capacity to the pathways, including the integration of counseling, math, English, and career navigation.

Located just minutes from the birthplace of Los Angeles, commemorated in the historic El Pueblo district located on Olvera Street, LATTC is the first of nine public two-year colleges in the Los Angeles Community College District (LACCD) and specializes in career technical education and academic, transfer-track programs. LATTC is an open-access institution with a mission, in brief, to provide quality academic, technical, and professional educational opportunities for the racially, ethnically, culturally, and linguistically diverse student body it serves. Like the multicultural makeup of Los Pobladores, the group of forty-four settlers of Indigenous, African, European, and mixed-race heritage who founded El Pueblo de Nuestra Señora la Reina de los Ángeles, “The Town of Our Lady the Queen of the Angels,” in 1781, LATTC’s college population has continued to grow and mirror that of its city’s founders.

Land Acknowledgement

Before the establishment of our college, the land on which our college resides was historically the homeland of indigenous peoples. As we begin to present our college’s history, we pay respect to and acknowledge the Gabrielino-Tongva people as traditional caretakers of the land because it is on this land that we are fortunate to teach, work, and learn as a community.

LATTC acknowledges our presence on the traditional, ancestral, and unceded territory of the Gabrielino-Tongva peoples. We recognize that these Peoples were forcibly removed from their homelands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Gabrielino-Tongva people. With humility, we recognize and respect all indigenous peoples, their histories, and their ties to the land.

We also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneño, and Luiseño Peoples for the land that LATTC occupies around Southern California. We pay respects to their past and present.

Let this acknowledgement serve as an ongoing reminder of the original inhabitants where we reside.

College History

In the early 1900s, Los Angeles was growing at a very rapid rate, doubling in population every decade. Frank Wiggins, a key supporter of the city's development, first came to Los Angeles from Indiana. In 1889, he was hired by the L.A. Chamber of Commerce, which had been founded the previous year. In 1897, he was elected secretary, the top position, which he held until his death in 1924. Wiggins and the Chamber spent much of their time and resources convincing businesses back east to move to Los Angeles. As part of this effort, they spent several years lobbying the Los Angeles Board of Education to open a vocational school to train adults for the jobs that were needed to grow the regional economy. After World War I, several classes were commenced in warehouses south of downtown, and in 1925, the Los Angeles School District built a vocational school at 1646 South Olive Street and named it the Frank Wiggins Trade School after the recently deceased Chamber leader.

During World War II, the college was deeply involved in labor force training through the federal War Production Training Program. The end of the war led to the return of the economy to civilian purposes, the infusion of federal funds for training veterans, and an increased demand for academic subjects to be added to the college. In 1948, the college was granted authority to offer associate degrees in vocational disciplines along with liberal arts and sciences. The college quickly outgrew the Olive Street location and gradually moved two blocks to the south, to the current location, the grounds of Los Angeles's second oldest high school, L.A. Polytechnic School, home to LA's longest tenured and only African American mayor, Tom Bradley.

In 1949, the college took on the name Los Angeles Trade-Technical Junior College, a hyphenated combination of "Trade" from Frank Wiggins Trade School and "Technical" from Polytechnic High School, which eventually moved to Sun Valley in 1955. In 1966, Metropolitan Business College, which was close in proximity, merged with the college. In 1969, the college officially became Los Angeles Trade-Technical College and joined the newly formed Los Angeles Community College District.

Located on 33 acres on the southern edge of downtown Los Angeles, LATTC's central location makes the college accessible to a large portion of the Los Angeles area via the existing network of freeways and public transportation. The campus is served by the Blue Line and Expo Line stops of the Metro rail system, which are named after the college and are adjacent to the campus, along with eight bus lines and two DASH lines. LATTC occupies a unique position among institutions of higher education. Throughout its ninety-seven years, the college has remained true to its founding premise of vocational education, while expanding to provide transfer programs, adapting to rapidly changing technologies, and continuing to be responsive to the needs of the surrounding community. Students come from all over the Los Angeles basin to participate in the unique mix of programs, some of which have been in existence since the school's inception.

The college's headcount increased from the fall of 1950 when over 10,000 students were enrolled in various programs. During the late 1970s, the number of students attending LATTC increased to about 18,000, the highest unduplicated enrollment in the college's 90-year history. Headcount decreased significantly after 1983, when state legislation passed to institute tuition

at community colleges. This legislation also impacted enrollment across LACCD, as well as most California community college districts. In the last 30 years, enrollments both at LATTC, as well as in the LACCD as a whole, have gradually increased.

Major developments since the last comprehensive evaluation include the following.

- New Culinary Arts building
- New Construction, Maintenance, and Utilities building under construction, slated for completion in 2023
- New faculty
- New classified professionals
- New administrators
- Lasting change in instruction and service modalities due to COVID

Student Enrollment Data

Table 1: Student Headcount Report

	F15	F16	F17	F18	F19	F20	Change from F15 to F20
First-time	2,267	2,023	2,072	2,226	2,137	1,254	-44.7%
Transfer	1,637	1,668	1,395	1,372	1,291	863	-47.3%
Cont. + Ret.	10,291	10,040	8,893	8,938	8,582	7,812	-24.1%
Concurrent HS	659	1,096	1,778	1,830	1,822	1,660	151.9%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-22.0%

Table 1 shows unduplicated headcounts disaggregated by type of student for fall semesters from 2015 through 2020. Headcounts decreased from fall 2015 overall and in all categories except concurrent high school students. The large overall decrease in headcount from fall 2019 to fall 2020 may be due to effects arising from the COVID-19 pandemic. This phenomenon shows up in other measures as well.

Table 2: Full-Time/Part-Time Status

	F15	F16	F17	F18	F19	F20	Change from F15 to F20
FIRST-TIME STUDENTS							
Full-Time	554	568	648	841	724	402	-27.4%
Part-Time	1,713	1,455	1,424	1,385	1,413	852	-50.3%
TOTAL	2,267	2,023	2,072	2,226	2,137	1,254	-44.7%
ALL STUDENTS							
Full-Time	3,816	3,513	3,145	3,329	3,128	2,252	-41.0%
Part-Time	11,038	11,314	10,993	11,037	10,704	9,337	-15.4%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-22.0%

Table 2 shows unduplicated headcounts disaggregated by enrollment status for fall semesters from 2015 through 2020. Headcounts decreased from fall 2015 overall and in all categories except concurrent high school students. Tables 3 through 10 show unduplicated headcounts disaggregated by unit load, gender, age, ethnicity, financial aid, educational goal, citizenship, and special populations.

Table 3: Unit Load

Unit Load	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
Less than 6 units	5,760	6,026	5,997	6,133	5,959	5,724	-235	-4%
6 - 11.5 units	5,278	5,288	4,996	4,904	4,745	3,613	-1,132	-24%
12 units or more	3,816	3,513	3,145	3,329	3,128	2,252	-876	-28%
COLLEGE TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 4: Gender

Gender	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
Female	7,026	6,994	6,905	6,892	6,278	5,884	-394	-6%
Male	7,826	7,832	7,228	7,454	7,512	5,664	-1,848	-25%
Non-Binary	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A
Unknown	2	1	5	20	42	34	-8	N/A
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 5: Age

Age	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
Under 20	2,415	2,835	3,728	3,883	3,967	3,221	-746	-19%
20 – 24	4,777	4,483	3,883	3,786	3,608	3,075	-533	-15%
25 – 34	4,367	4,356	3,743	3,912	3,763	3,357	-406	-11%
35 – 54	2,721	2,594	2,234	2,260	2,036	1,681	-355	-17%
55 and over	572	558	550	525	456	255	-201	-44%
Unknown	2	1	0	0	2	0	-2	N/A
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 6: Ethnicity

Ethnicity	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
American Indian	33	35	36	33	36	20	-16	-44%
Asian	495	439	439	429	413	431	18	4%
Black	3,006	2,700	2,426	2,315	2,092	1,501	-591	-28%

Filipino	189	181	144	151	131	155	24	18%
Hispanic	9,459	9,712	9,214	9,696	9,507	8,105	-1,402	-15%
Multiethnic	375	337	257	271	317	257	-60	-19%
Pacific Islander	20	29	25	22	26	10	-16	-62%
White	824	816	751	817	755	825	70	9%
Unknown	453	578	846	632	555	285	-270	-49%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 7: Financial Aid

Financial Aid	F15	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Change (Fall 20 vs 19)	% Change
Promise Grant (former BOG)	8,908	8,732	8,214	8,072	7,710	6,139	-1,571	-20%
Pell	N/A	N/A	3,827	3,663	3,940	2,456	-1,484	-38%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 8: Educational Goal

Educational Goal	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
Occupational	4,766	4,771	3,738	3,864	3,759	2,899	-860	-23%
Transfer	5,157	5,045	4,730	4,884	4,518	4,326	-192	-4%
General Education	2,536	2,613	2,709	2,606	2,437	2,058	-379	-16%
Transitional (BS, HS/GED)	697	682	582	594	625	499	-126	-20%
Undecided	1,698	1,716	2,379	2,418	2,493	1,807	-686	-28%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 9: Citizenship

Citizenship	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
Alien Permanent	36	32	51	62	60	68	8	13%
Alien Temporary	274	251	237	237	221	151	-70	-32%
Native	12,841	12,837	12,229	12,485	11,899	10,166	-1,733	-15%
Not Indicated	63	53	72	157	371	70	-301	-81%
Other	848	893	903	815	729	653	-76	-10%
Permanent Resident	792	761	646	610	552	481	-71	-13%
TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Table 10: Special Populations

Special Populations	F15	F16	F17	F18	F19	F20	Change F20 vs F19	% Change
AB540	737	744	689	667	615	498	-117	-19%

F1 Visa	99	91	100	91	82	63	-19	-23%
First Gen	N/A	7,661	6,925	7,089	6,812	5,707	-1,105	-16%
Promise	N/A	N/A	83	291	379	290	-89	-23%
DSPS	604	641	545	609	585	260	-325	-56%
EOPS	1,656	1,787	1,277	1,433	1,296	674	-622	-48%
CalWorks	770	581	465	396	349	221	-128	-37%
Foster Youth	434	421	220	308	330	264	-66	-20%
Veterans	397	454	394	380	332	220	-112	-34%
COLLEGE TOTAL	14,854	14,827	14,138	14,366	13,832	11,589	-2,243	-16%

Labor Market Data

Table 11 shows 2018-2028 long-term occupational employment projections for occupations requiring an associate degree in Los Angeles County

(<https://www.labormarketinfo.edd.ca.gov/geography/losangeles-county.html>).

Table 11: Long-term Occupational Employment Projections for Los Angeles County

Occupational Title	Total Job Openings	Median Annual Wage
Aerospace Engineering and Operations Technicians	390	76,864.00
Agricultural and Food Science Technicians	630	
Air Traffic Controllers	640	
Architectural and Civil Drafters	4,010	65,637.00
Avionics Technicians	440	77,652.00
Broadcast Technicians	3,480	40,144.00
Cardiovascular Technologists and Technicians	900	76,331.00
Chemical Technicians	1,640	50,739.00
Civil Engineering Technicians	2,250	74,051.00
Computer Network Support Specialists	4,180	
Dental Hygienists	3,940	
Desktop Publishers	310	56,107.00
Diagnostic Medical Sonographers	1,420	96,473.00
Dietetic Technicians	1,310	30,908.00
Drafters, All Other	390	57,810.00
Electrical and Electronics Drafters	520	77,694.00
Electrical and Electronics Engineering Technicians	3,140	64,653.00
Electro-Mechanical Technicians	630	63,922.00
Embalmers	250	56,041.00
Engineering Technicians, Except Drafters, All Other	2,290	
Environmental Engineering Technicians	1,230	54,186.00

Environmental Science and Protection Technicians, Including Health	1,410	
Forest and Conservation Technicians	750	
Funeral Service Managers	380	
Geological and Petroleum Technicians	340	
Human Resources Assistants, Except Payroll and Timekeeping	4,010	42,233.00
Industrial Engineering Technicians	1,000	63,996.00
Legal Support Workers, All Other	1,880	50,309.00
Life, Physical, and Social Science Technicians, All Other	2,970	55,742.00
Magnetic Resonance Imaging Technologists	500	100,638.00
Mechanical Drafters	910	60,183.00
Mechanical Engineering Technicians	1,020	72,419.00
Medical Equipment Repairers	1,700	67,569.00
Morticians, Undertakers, and Funeral Directors	410	49,804.00
Nuclear Medicine Technologists	260	114,072.00
Occupational Therapy Assistants	630	67,912.00
Paralegals and Legal Assistants	16,010	53,632.00
Physical Therapist Assistants	2,250	71,072.00
Preschool Teachers, Except Special Education	17,300	31,727.00
Radiation Therapists	150	125,249.00
Radiologic Technologists	3,310	82,225.00
Respiratory Therapists	4,280	82,399.00
Veterinary Technologists and Technicians	1,940	42,029.00
Web Developers	5,860	

Socioeconomic Data

Table 12 shows the median household income, per capita income, and percent of persons in poverty in Los Angeles County

(<https://www.census.gov/quickfacts/fact/dashboard/losangelescountycalifornia/PST045221>).

Table 12: Los Angeles County Income and Poverty

Population Estimates, July 1 2021, (V2021)		9,829,544
PEOPLE		
Income & Poverty		
Median household income (in 2020 dollars), 2016-2020		\$71,358
Per capita income in past 12 months (in 2020 dollars), 2016-2020		\$35,685
Persons in poverty, percent		13.2%

Demographic Data

Table 13 shows the population of Los Angeles by race and Hispanic origin (<https://www.census.gov/quickfacts/fact/dashboard/losangelescalitycalifornia/PST045221>).

Table 13: Los Angeles Population by Race and Hispanic Origin

Population Estimates, July 1 2021, (V2021)		3,849,297
PEOPLE		
Race and Hispanic Origin		
White alone, percent		48.9%
Black or African American alone, percent (a)		8.8%
American Indian and Alaska Native alone, percent (a)		0.7%
Asian alone, percent (a)		11.8%
Native Hawaiian and Other Pacific Islander alone, percent (a)		0.2%
Two or More Races, percent		7.0%
Hispanic or Latino, percent (b)		48.1%
White alone, not Hispanic or Latino, percent		28.5%

Sites

LATTC has a single campus.

Specialized or Programmatic Accreditation

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
- American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
- Interstate Renewable Energy Council (IREC)
- Automotive Service Excellence Education Foundation (ASEEF)
- California Board of Registered Nursing (BRN)

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

LATTC Institution Set Standards & Goals

	Course Success			Certificates			Degrees (incl ADT)			Transfers to 4-year		
	ISS	Goal	Actuals	ISS	Goal	Actuals	ISS	Goal	Actuals	ISS	Goal	Actuals
2016-2017			71%	Baseline year		1,497	Baseline year		593	Baseline year		298
2017-2018	70	N/A	71%	1557	1572	1611	617	623	670	316	319	346
2018-2019	71%	75%	73%	1617	1647	1,274	640	652	539	334	340	319
2019-2020	71%	75%	70%	1677	1722	1,002	664	682	726	352	361	396
2020-2021	71%	75%	72%	1737	1796	861	688	712	756	370	381	N/A
2021-2022	71%	75%		1796	1871		712	741		387	402	
2021-2022 TARGET (%)				20%	25%		20%	25%		30%	35%	

Institution set standards (ISS) are minimum or floor standards for program completions (degrees and certificates), transfers, and course success rates.

The ISS and aspirational goals were recommended by Educational Policies Committee on February 19, 2019 and adopted by LATTC Academic Senate on March 5, 2019, in alignment with the CCCCO's Vision for Success plan, as well as the LACCD strategic plan.

The ISS for completions is based on 4% annual increase from the baseline 2016-17 degree and certificate completion figures and 5% annual increase for the aspirational goal. The ISS for transfers is based on 7% annual increase from the baseline 2016-17 Associate Degrees for Transfer figures and 8% annual increase for the aspirational goal. The ISS for course success is 73% and 75% for the aspirational goal.

Program	Instit Set Std	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	Goal	2021-22 Actual vs Goal
Accounting	71%	71%	81%	73%	91%	-19%
Administration of Justice	83%	71%	100%	90%	100%	-10%
Alternative Fuels and Adv Transp Tech	30%	29%	67%	0%	77%	-77%
Architecture and Architectural Tech	56%	78%	56%	43%	88%	-45%
Automotive Collision Repair	62%	68%	67%	61%	78%	-17%
Automotive Technology	75%	77%	76%	84%	94%	-10%
Biotechnology and Biomedical Tech	79%	50%	100%	100%	100%	0%
Business Administration	45%	40%	36%	67%	77%	-10%
Business Management	72%	78%	50%	100%	100%	0%
Carpentry	67%	73%	67%	73%	83%	-10%
Chemical Technology	95%	100%	100%	100%	100%	0%
Child Dev/Early Care and Education	64%	75%	50%	76%	86%	-10%
Civil and Const Management Technology	86%	94%	77%	100%	100%	0%
Commercial Art	74%	76%	100%	58%	100%	-42%

Computer Electronics	69%	36%	100%	80%	100%	-20%
Computer Information Systems	63%	55%	64%	80%	90%	-10%
Construction Crafts Technology	16%	0%	0%	50%	60%	-10%
Corrections	46%	63%	82%	0%	92%	-92%
Cosmetology and Barbering	64%	71%	67%	66%	81%	-15%
Culinary Arts	75%	77%	80%	80%	90%	-10%
Diesel Technology	76%	84%	72%	83%	94%	-11%
Digital Media	33%	0%	50%	56%	66%	-10%
Drafting Technology	32%	100%	0%	0%	100%	-100%
Electrical	87%	85%	93%	97%	107%	-10%
Electrical Syst and Power Transmission	93%	100%	100%	93%	100%	-7%
Electronics and Electric Technology	84%	83%	93%	90%	103%	-13%
Energy Systems Technology	57%	79%	100%	0%	100%	-100%
Environmental Control Technology	89%	88%	94%	97%	107%	-10%
Fashion Design	71%	72%	91%	60%	101%	-41%
Fashion Merchandising	73%	76%	60%	93%	103%	-10%
Fashion Production	58%	100%	83%	0%	100%	-100%
General Work Experience	80%		69%	100%	100%	0%
Graphic Art and Design	70%	80%	68%	75%	90%	-15%
Health Occupations, General	71%	71%	76%	75%	86%	-11%
Industrial Systems Tech and Maintenance	90%	94%	92%	100%	100%	0%
Labor and Industrial Relations	81%	82%	82%	93%	103%	-10%
Laboratory Science Technology	54%	70%	100%	0%	100%	-100%
Machining and Machine Tools	59%	64%	50%	73%	83%	-10%
Management Dev and Supervision	48%	69%	50%	33%	79%	-46%
Manufacturing and Industrial Technology	87%	100%	75%	100%	100%	0%
Marketing and Distribution	51%	0%	60%	100%	100%	0%
Medical Office Technology	70%	56%	67%	100%	100%	0%
Motorcycle, Outboard, Small Eng Repair	42%	45%	86%	0%	96%	-96%
Office Tech/Office Computer Apps	60%	64%	63%	62%	74%	-12%
Other Engine and Related Industries Tech	60%	100%	88%	0%	100%	-100%
Other Public and Protective Services	60%	75%	75%	40%	85%	-45%
Paralegal	32%	50%	50%	0%	60%	-60%
Plumbing, Pipefitting and Steamfitting	72%	80%	65%	81%	91%	-10%
Public Relations	32%	100%	0%	0%	100%	-100%
Public Works	20%	0%	64%	0%	74%	-74%
Railroad and Light Rail Operations	73%		81%	71%	91%	-20%
Real Estate	58%	75%	67%	40%	85%	-45%
Registered Nursing	81%	86%	80%	89%	99%	-10%
Restaurant and Food Services and Mgmt	68%	67%	74%	75%	85%	-10%
Retail Store Operations and Management	0%	0%	0%		10%	-10%
Small Business and Entrepreneurship	61%	50%	75%	67%	85%	-18%
Telecommunications Technology	76%	79%	75%	86%	96%	-10%
Water and Wastewater Technology	83%	91%	89%	82%	101%	-19%
Welding Technology	77%	85%	75%	83%	95%	-12%

C. Organization of the Self-Evaluation Process

The Accreditation Steering Committee (ASC) shown in Table 14 has shepherded the institutional self-evaluation process since the institution's last accreditation cycle. As a committee of College Council, the apex participatory governance committee of the institution, the ASC provides guidance to College Council and other groups in accreditation review, analysis, and reporting, as well as updating the institution with accreditation policy and procedure changes.

The ASC began leading work on the institutional self-evaluation report (ISER) in fall 2020, developing its first draft in summer 2021. The ASC created an ISER workgroup created to develop drafts and collect evidence (Table 15). The ASC shared the draft with the college and external community through its SharePoint site (<https://studentlaccd.sharepoint.com/sites/lattc/committees/ASC/SitePages/ISER-Development.aspx>) and incorporated feedback as it was received, updating the SharePoint version as necessary. The ASC conducted several walk-throughs of the ISER in March 2022 and continued to refine the draft and collect evidence, incorporating sections developed by the district. In May 2022, the ASC presented the ISER to the Academic Senate and College Council for approval.

The accreditation liaison officer and faculty accreditation co-chair presented the ISER to the Governing Board Institutional Effectiveness and Student Success Committee on 15 June 2022 and the Governing Board approved it at its subsequent regular Board meeting on 6 July 2022, in preparation for submission to the ACCJC by the end of July 2022.

Table 14: Accreditation Steering Committee

Administration	College Vice Presidents (4) (including ALO)	Michael Reese, ALO
		Howard Irvin
		John Valencia
		Charalambos Ziogas
Academic Senate	Academic Senate President or Designee	Marvin Da Costa
	Faculty Accreditation Coordinator	Ayesha Randall
AFT Faculty	Local 1521 Chapter President or Designee	Joe Guerrieri
Other Faculty	Chair of Chairs or designee	Jess Guerra
AFT Staff Guild	Local 1521A Chapter Chair or Designee	Lori Hunter
Teamsters	Local 911 Representative	Maggie Cordero
Other Union	Local 99 (Custodians)	Dean Brown
	Local 721 (Classified Management)	Rene Marquez
	Building Trades	Ramiro de Leon
Resource/s	Faculty Chair of Program Review Assessment Committee	Kenadi Le
	Dean, Institutional Effectiveness	Ani Zarpas
	Manager, Public Relations	Erin Yokomizo
ASO	President, ASO	Jesus Mecinas

Table 15: ISER Workgroup

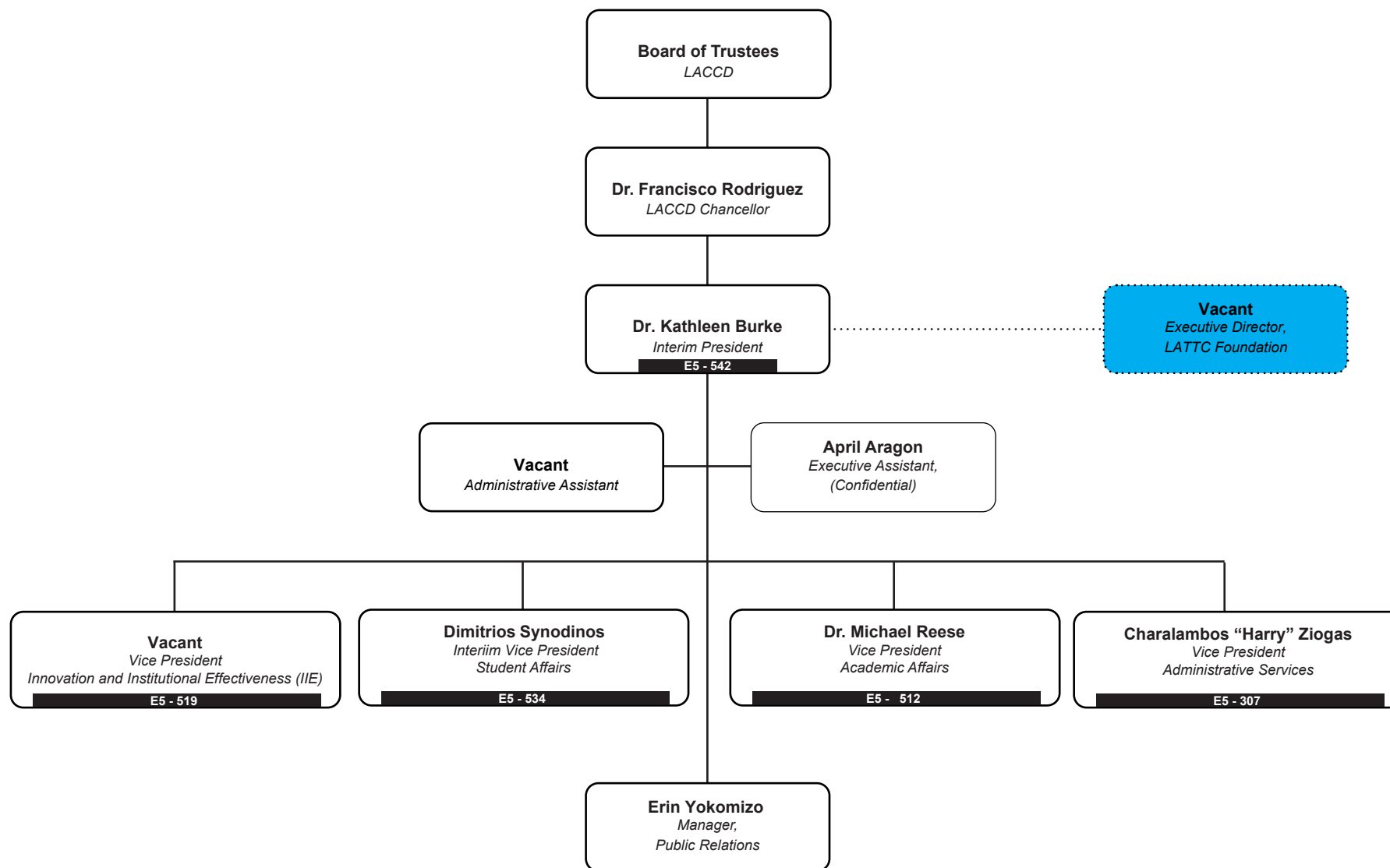
Accreditation Liaison Officer and Faculty Chair	
ALO Faculty Chair	Michael Reese Ayesha Randall
Front Matter Chair: Ayesha Randall	
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity Chair: April Aragon	
I.A: Mission	Administrator Lead: John Valencia Classified Lead: Roxanne Romo Faculty Lead: Artemio Navarro
I.B: Institutional Effectiveness	Administrator Leads: Ani Zarpas, Dimitrios Synodinos Classified Lead: Rene Marquez Faculty Lead: Kenadi Le
I.C: Institutional Integrity	Administrator Leads: Chito Cajayon, Austin Kemie Classified Lead: Milton Medina-Torres Faculty Lead: Maria Siccardi
Standard II: Student Learning Programs and Support Services Chair: Erin Brown	
II.A: Instructional Programs	Administrator Leads: Arineh Arzoumanian, Lynn Rothstein, Michael Reese Classified Lead: Judie Price Faculty Lead: Kimberly Wicker
II.B: Library and Learning Support Services	Administrator Lead: Vincent Jackson Classified Lead: Valerie Cole Faculty Lead: Gabriella Lopez
II.C: Student Support Services	Administrator Leads: Maggie Cordero, Kamale Gray Classified Lead: Austin Kemie Faculty Lead: Eboni McDuffie
Standard III: Resources Chair: Vanessa Van Wagner	
III.A: Human Resources	Administrator Leads: Charalambos Ziogas, Amir Law Classified Leads: Claudia Mata, Jason Cascio Faculty Lead: Joe Guerrieri

III.B: Physical Resources	Administrator Lead: Scott McIntyre Classified Lead: Emilia Solval Faculty Lead: Jess Guerra
III.C: Technology Resources	Administrator Leads: Charalambos Ziogas, Lisa Gallardo, Savio Pinto Classified Lead: Kirk Yamamoto Faculty Lead: Phyllis Braxton, Leslee Koritzke
III.D: Financial Resources	Administrator Leads: Charalambos Ziogas, Dan Friedman, Shannon Carter Classified Leads: Chris Kim, Mitzi Lai Faculty Lead: Kathleen Yasuda
Standard IV: Leadership and Governance Chair: Jocelyn Salazar	
IV.A: Decision- Making Roles and Processes	Administrator Leads: John Valencia, Marcia Wilson Classified Lead: Lori Hunter Faculty Lead: Marvin Da Costa
IV.B: Chief Executive Officer	Administrator Leads: Cary Willard, Ramon Abrego Classified Lead: Jocelyn Salazar Faculty Lead: Martin Diaz
Quality Focus Essay Chair: Michael Reese	

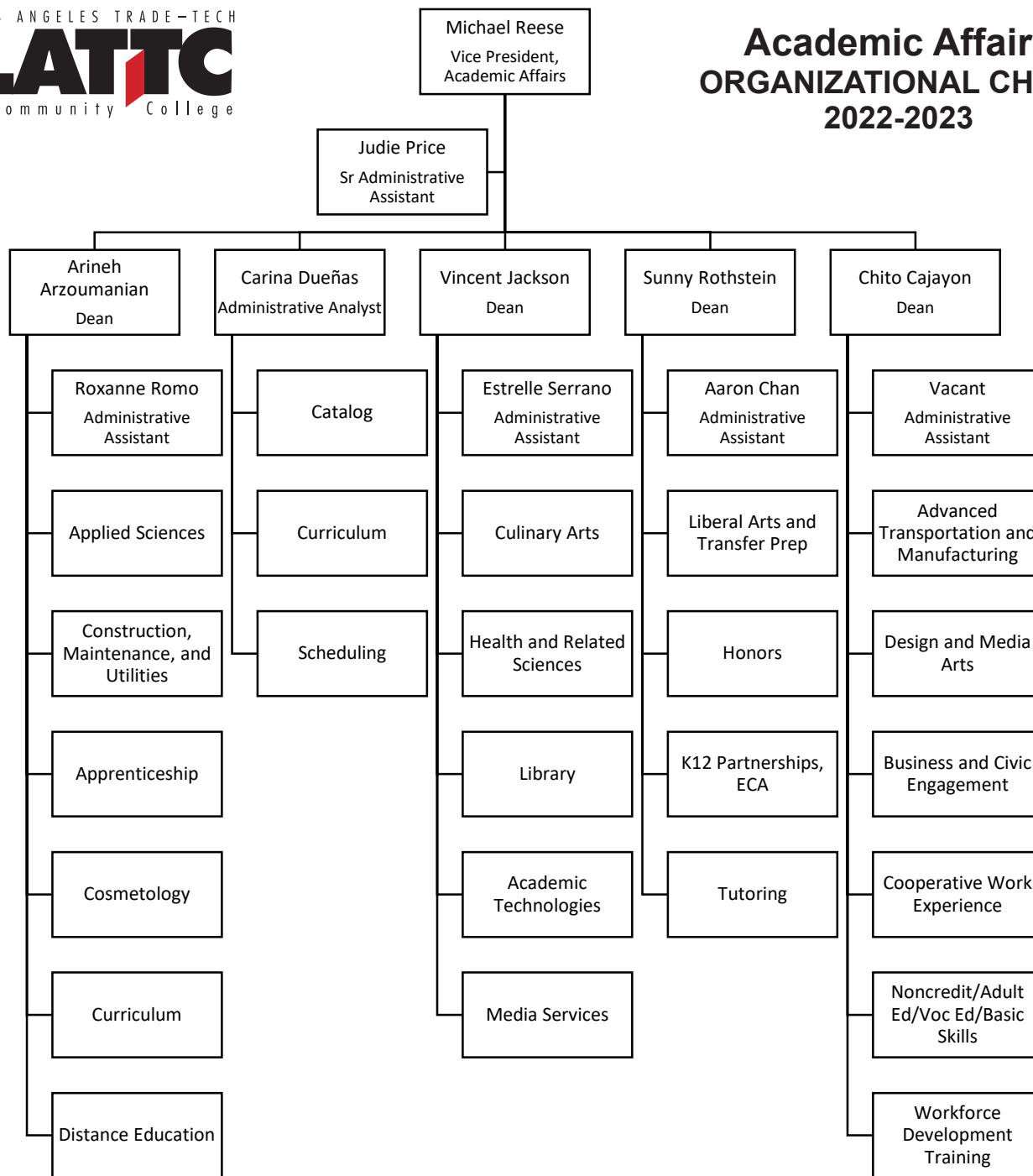
D. Organizational Information



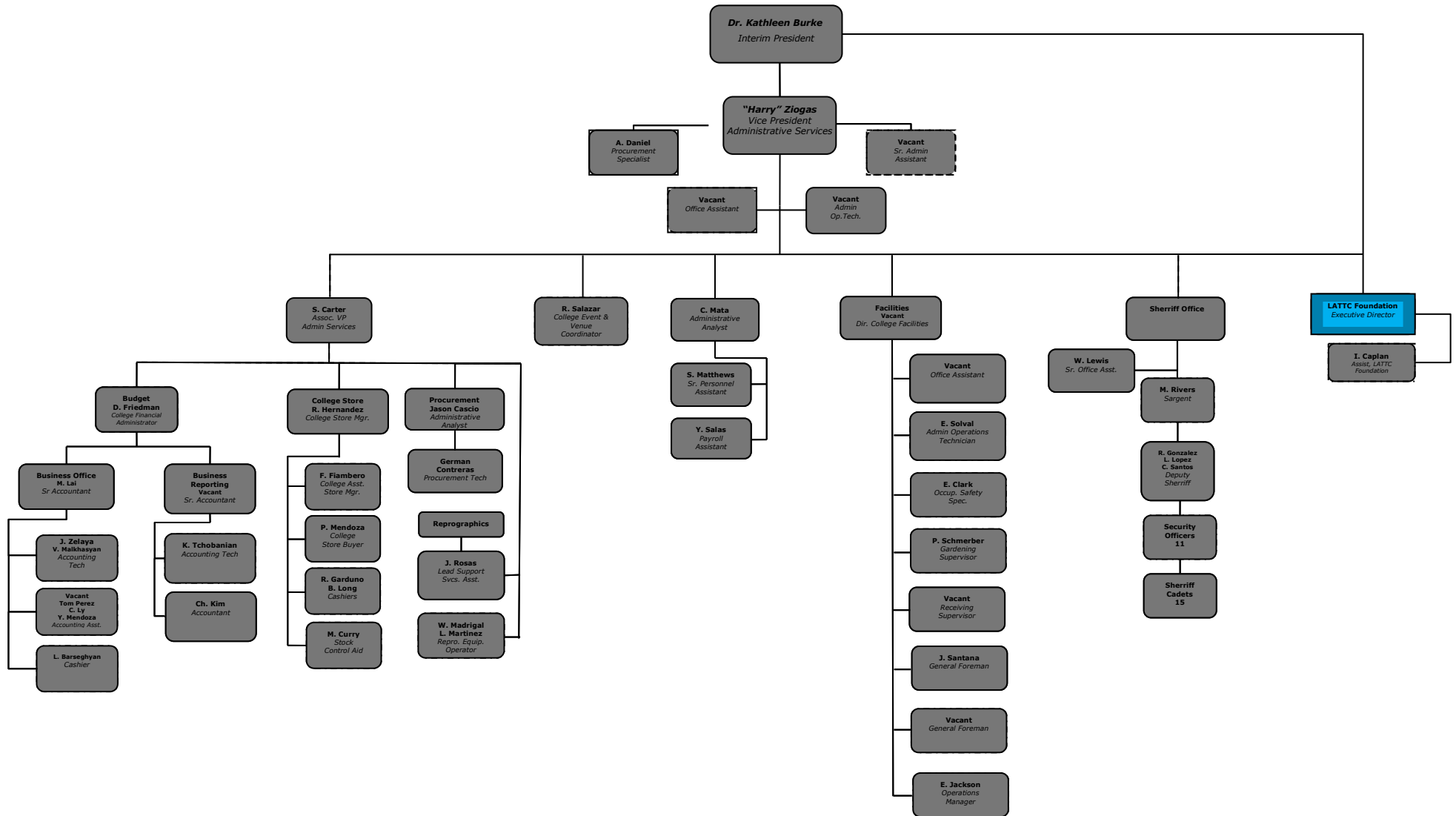
PRESIDENT'S DIVISION ORGANIZATIONAL CHART – 2022-2023



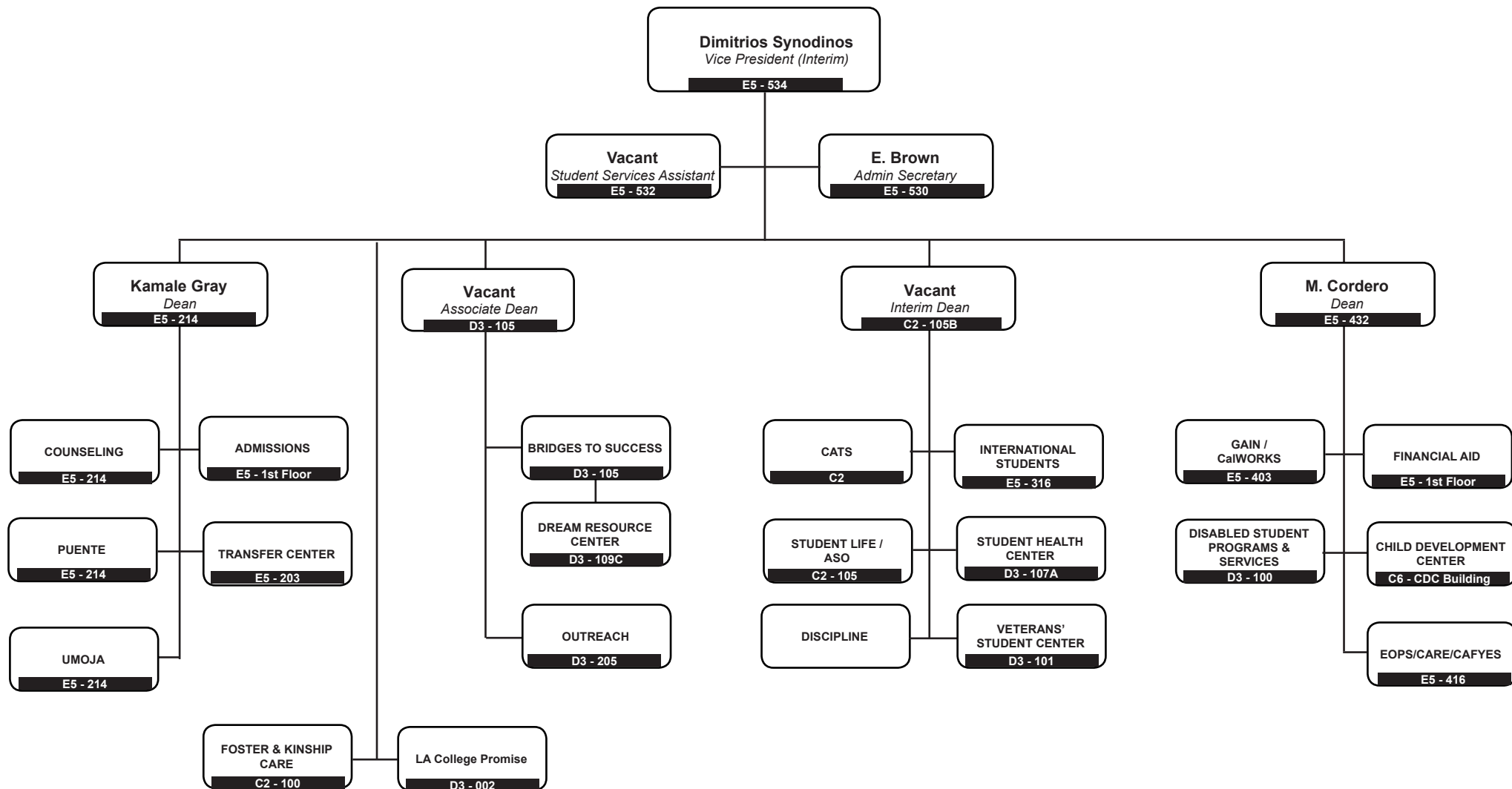
Academic Affairs ORGANIZATIONAL CHART 2022-2023



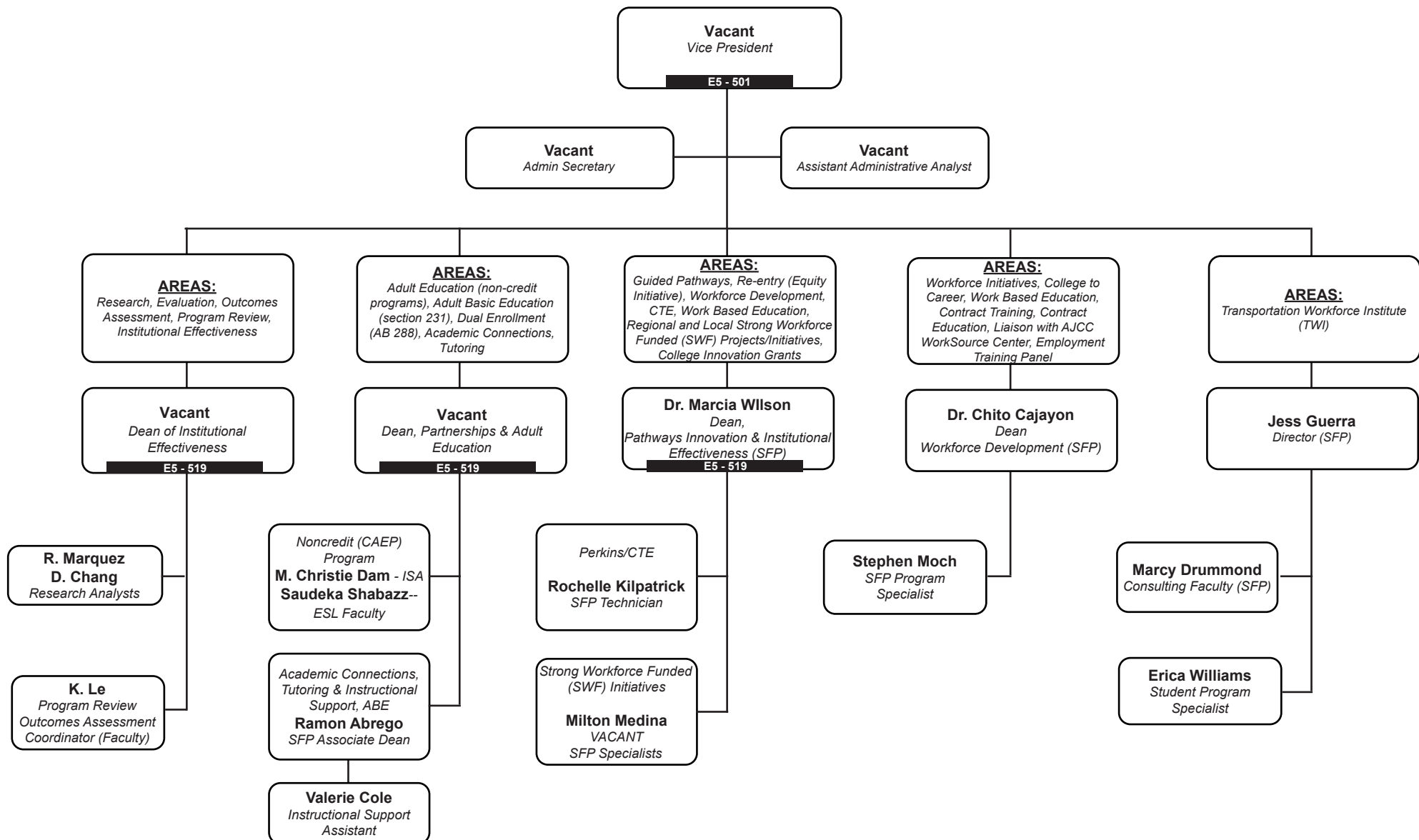
ADMINISTRATIVE SERVICES ORGANIZATIONAL CHART 2022 - 2023



Student Affairs ORGANIZATIONAL CHART 2022-2023



Innovation and Institutional Effectiveness (IIE) ORGANIZATIONAL CHART 2022-2023



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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

LATTC is a two-year community college operating under the authority of the State of California ([ER1-01](#)), which establishes the California community college system under the leadership and direction of the California Community College's Board of Governors. LATTC is one of the nine colleges within the Los Angeles Community College District ([ER1-02](#)). The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accredits LATTC. Through its accreditation, the college is authorized to operate as a degree-granting institution ([ER1-03](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

LATTC is operational with students actively pursuing degrees and certificates ([ER2-01](#)).

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.

LATTC offers 28 associate degree programs and 47 certificate programs ([ER3-01](#)). The associate degree programs are of two academic years in length ([ER3-02](#)). At least 44% of LATTC students have educational goals of associate degree or transfer ([ER3-03](#)).

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.

In January 2020 the Board of Trustees appointed the current LATTC president, Dr. Katrina VanderWoude, to lead the college ([ER4-01](#)). The president is the Chief Executive Officer (CEO) of the college, with full-time responsibility to the institution. The CEO or his/her designee has authority to operate the college ([ER4-02](#)). Neither the college president nor the district chancellor serves as the chair of the governing board ([ER4-03](#)). The college informs the

Commission whenever there is a change in leadership ([ER4-04](#)).

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.

The college is financially accountable through ensuring compliance with state and federal requirements. Tentative and adopted annual district budgets ([ER5-01](#)) are publicly posted on the LACCD Office of the Chief Financial Officer (CFO) website ([ER5-02](#)).

The LACCD is subject to annual financial audits, including of student financial aid, by an external certified public accountant ([ER5-03](#)). Financial and bond audits are publicly posted on the LACCD Office of the CFO website ([ER5-04](#)). LATTC is not audited as a separate entity from the district.

Table 16 shows student loan default rates from the Federal Student Aid Office of the U.S. Department of Education website ([ER5-05](#)).

Table 16: School Default Rates FY 2018, 2017, and 2016

OPE ID	School	Type	Control	PRGMS		FY2018	FY2017	FY2016
001227	LOS ANGELES TRADE-TECHNICAL COLLEGE 400 WEST WASHINGTON BOULEVARD LOS ANGELES CA 90015-4181	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	17.2	6.4	21.9
					No. in Default	46	23	82
					No. in Repay	267	358	374
					Enrollment figures	22387	22401	21846
					Percentage Calculation	1.1	1.5	1.7

Eligibility Requirements Evidence

[ER1-01 California Education Code Section 70900](#)

[ER1-02 LACCD website: LACCD colleges](#)

[ER1-03 ACCJC website: LATTC accreditation](#)

[ER2-01 Summer 2022 Enrollment Report](#)

[ER3-01 LATTC College Catalog: Pathways and Programs of Study \(pgs. 57-62\)](#)

[ER3-02 LATTC College Catalog: Associate Degree Requirements \(pgs. 48-49\)](#)

[ER3-03 LATTC website: Student educational goals](#)

[ER4-01 Board appointment of president](#)

[ER4-02 AP 2431: Delegation of authority to college president](#)

[ER4-03 BP 2010: Board membership](#)

[ER4-04 ACCJC Directory update email](#)

[ER5-01 2021-2022 Final budget](#)

[ER5-02 LACCD Office of the CFO website: Tentative and adopted budgets](#)

[ER5-03 LACCD Audit](#)

[ER5-04 LACCD Office of the CFO website: Audits](#)

[ER5-05 LATTC student loan default rates](#)

F. Certification of Continued Institutional Compliance with Commission Policies

Los Angeles Trade-Technical 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 (CP1)

Regulation citation: 602.23(b).

LATTC has placed clickable buttons on its top webpage announcing the comprehensive review and inviting third comments from the public, including via the ACCJC Third Party Comment form at ([CP1-01](#)). LATTC provides ongoing information about the ISER and comprehensive review in campus-wide communications such as the president's campus-wide email ([CP1-02](#)), a quarterly accreditation newsletter ([CP1-03](#)), and the weekly "MadeAtTrade" newsletter ([CP1-04](#)). The college will respond to any third-party comments in a timely manner.

Standards and Performance with Respect to Student Achievement (CP2)

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

The college establishes standards and performance with respect to student achievement through its Institution-Set Standards, including student achievement and expected measures of performance within each instructional and licensure program ([CP2-01](#)). These are regularly and systematically assessed to determine if students are achieving expected outcomes, they are shared college wide ([CP2-02](#), [CP2-03](#), [CP2-04](#)), and they are used in all levels of planning to determine how well the college fulfills its mission, to develop necessary interventions for improvement, and to allocate resources (See Standards IB3, IB4, IB9).

Credits, Program Length, and Tuition (CP3)

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

The college designs programs and awards academic credit in accordance with the California Community College Chancellor's Office and the California Code of Regulations Title 5. Credit hour assignments and degree program lengths follow good practice, the assignment of credit hours and degree program lengths is reliable and accurate across all types of instruction, and clock-hour conversions adhere to the Department of Education's conversion formula ([CP3-01](#), [CP3-02](#), [CP3-03](#), [CP3-04](#)). Tuition is consistent across all programs ([CP3-05](#), [CP3-06](#)).

More detailed information is included in Standards IIA5, IIA9, IC2, and IC6.

Transfer Policies (CP4)

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

The college engages in accepted policies and practices when transferring and awarding credit. These are appropriately disclosed to students and to the public ([CP4-01](#), [CP4-02](#)). More detailed information is included in Standard IIA10.

Distance Education and Correspondence Education (CP5)

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

The college requires regular and substantive interaction between students and the instructor ([CP5-01](#), [CP5-02](#)), and it verifies that students who register in distance education programs are the same persons who participate and complete to receive credit ([CP5-03](#)). LATTC provides comparable learning support and student services for distance education students ([CP5-04](#), [CP5-05](#)), as well as appropriate and adequate technology resources to support distance education, which is continually evaluated through the Program Review process and the district Technology Policy and Planning Committee ([CP5-06](#)). LATTC does not offer correspondence education. More detailed information is included in Standards IC8, IIA2, IIA7, IIB1, IIC1, and IIC1.

Student Complaints (CP6)

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

The college has clear policies and procedures for handling student complaints ([CP6-01](#), [CP6-02](#), [CP6-03](#), [CP6-04](#), [CP6-05](#), [CP6-06](#)). These files are available for the last seven years and they demonstrate accurate implementation of the complaint process ([CP6-02](#)). LATTC posts on its website the names of accrediting agencies and provides contact information for filing complaints with them ([CP6-01](#)).

Institutional Disclosure and Advertising and Recruitment Materials (CP7)

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

The college catalog and other official publications and promotional literature in print and electronic form are readily available and are clear, factually accurate, and current, and they depict all information regarding programs, locations, and policies ([CP7-01](#), [CP7-02](#), [CP7-03](#)). All accreditation documentation is available within one click from the district's homepage ([CP7-04](#)). More detailed information is found in Standards IC1 and IC2.

Title IV Compliance (CP8)

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.

The college's Financial Aid Office operates in compliance with Title V and works to keep student loan default rates low (ER5, Standard IIID15). The college promptly responds to U.S. Department of Education Federal Student Aid audits appropriately. The college district is audited annually in compliance with accreditation, USDE, and State standards, and Title IV is included in the compliance audits (ER5). LATTC has no substantive contractual relationships

with external entities to provide educational, library, or support services. More detailed information is found in Standard IIID16.

Commission Policies Evidence

[CP1-01 LATTC website: Accreditation information](#)
[CP1-02 President's email to campus regarding ISER](#)
[CP1-03 Accreditation Newsletter](#)
[CP1-04 MadeAtTrade: 05-09-22](#)
[CP2-01 ISS in ACCJC annual report](#)
[CP2-02 LATTC ACCJC annual accreditation reports](#)
[CP2-03 ISS email](#)
[CP2-04 ISS presentation](#)
[CP3-01 LATTC College Catalog: Associate Degree Requirements \(pgs. 48-49\)](#)
[CP3-02 BP 4100: Graduation requirements for degrees and certificates](#)
[CP3-03 AP 4020: Curriculum development](#)
[CP3-04 AP 4100: Graduation requirements for degrees and certificates](#)
[CP3-05 BP 5030: Fees](#)
[CP3-06 LATTC College Catalog: Student Fees \(pgs. 21-22\)](#)
[CP4-01 LATTC College Catalog: Transfer Policies \(pgs. 27-28\)](#)
[CP4-02 AP 4050: Articulation](#)
[CP5-01 Regular, Effective, and Substantive Interaction Policy](#)
[CP5-02 Curriculum Committee Bylaws](#)
[CP5-03 AP 4105: Distance education](#)
[CP5-04 Standards for Providing Quality Distance Education](#)
[CP5-05 LATTC website: Online services](#)
[CP5-06 Technology Policy and Planning Committee agenda: 09-02-22](#)
[CP6-01 LATTC website: Accreditation complaints](#)
[CP6-02 AP 5530: Student rights and grievances](#)
[CP6-03 LATTC College Catalog: Complaint Procedure \(pgs.10; 31-33\)](#)
[CP6-04 LATTC website: Student conflict resolution process](#)
[CP6-05 LATTC website: Discrimination complaints](#)
[CP6-06 Whistleblower hotline](#)
[CP7-01 LATTC website: Academic policies](#)
[CP7-02 LATTC website: Academic programs](#)
[CP7-03 LATTC College Catalog](#)
[CP7-04 LATTC website: ACCJC communications](#)

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

Demonstrates the institution's purpose, population, and degrees and credentials offered

- [IA1-01 LATTC website: Mission Statement](#)

Demonstrates commitment to student learning and student achievement

- [IA1-02 LATTC website: Vision](#)
- [IA1-03 Strategic Educational Master Plan](#)

Analysis and Evaluation

LATTC's mission reflects the broad educational purpose of advancing communities through pathways to academic, career, and transfer success ([IA1-01](#), [IA1-02](#)). LATTC's student population reflects the diverse community of downtown Los Angeles, and the college strives to be a premier community college transforming the lives of students and the community.

To meet the college's mission, the Strategic Educational Master Plan outlines four strategic initiatives ([IA1-03](#)):

- Strategic Initiative 1: Pathway Realization to Promote Completion
Focus: 1) Advance student learning and achievement in Pathways Milestones; 2) Establish and strengthen connections to community, business, labor, post-secondary institutions and employers to improve economic opportunities
- Strategic Initiative 2: Professional Development
Focus: 1) Provide new and expanded professional development opportunities to support Pathway innovation and student achievement
- Strategic Initiative 3: Resources
Focus: 1) Align human, physical, and financial resources to create and support Pathway capacity and realization
- Strategic Initiative 4: Evaluation & Refinement of PACTS Practices
Focus: 1) Develop and strengthen evaluation tools and practices to promote equity and

Pathway effectiveness

- 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

Demonstrates how mission directs institutional priorities

- [IA2-01 Strategic Educational Master Plan](#)

Demonstrates program data usage to accomplish mission

- [IA2-02 Sample program review: Fashion Design and Culinary Arts](#)
- [IA2-03 LATTC SharePoint: Institution Set Standards](#)

Demonstrates how data are collected for use in evaluating accomplishing mission

- [IA2-04 Participatory Governance & Planning Handbook](#)

Analysis and Evaluation

The SEMP directs the college in accomplishing its mission ([IA2-01](#)). Data are used to analyze the strength of instructional programs during the program review process ([IA2-02](#)). Data were also used to set ISS which are directly aligned to the mission of the college ([IA2-03](#)). Finally, the Participatory Governance & Planning Handbook outlines the steps for data collection and usage of the information ([IA2-04](#)).

- 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

Demonstrates how the mission guides institutional decision-making, planning, and resource allocation

- [IA3-01 Participatory Governance & Planning Handbook](#)
- [IA3-02 Sample program review: Fashion Design and Culinary Arts](#)

Demonstrates how mission informs institutional goals for student learning and achievement

- [IA3-03 Strategic Educational Master Plan](#)

Analysis and Evaluation

The college Participatory Governance and Planning Handbook outlines the process for aligning the mission to institutional goals for student learning and achievement ([IA3-01](#)). During program review ([IA3-02](#)), all instructional programs aligns their goals with the Strategic Educational Master Plan ([IA3-03](#)).

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

Demonstrates mission was approved by Board of Trustees

- [IA4-01 LACCD Board Minutes: 02-06-19](#)

Demonstrates mission statement is periodically reviewed and updated as necessary

- [IA4-02 College Council Agenda: 05-17-21](#)

Demonstrates publication of mission

- [IA4-03 LATTC website: Mission Statement](#)
- [IA4-04 LATTC College Catalog: Mission Statement \(pg. 2\)](#)

Analysis and Evaluation

The college articulates its mission through its statements of mission, vision, values, educational philosophy, and commitment. The current mission statement was approved by the Board of Trustees on February 6, 2019 as part of the Strategic Educational Master Plan ([IA4-01](#)). LATTC reviews the mission statement via its shared governance process ([IA4-02](#)). These statements are published in the college catalog, class schedule, website, and a variety of other publications and documents, such as the SEMP, and facilities master plan ([IA4-03](#), [IA4-04](#)).

Conclusions on Standard I.A: Mission

Los Angeles Trade-Technical College's mission describes the broad educational purposes, intended student population, types of degrees and credentials offered, and illustrates and informs the college's commitment to student learning and achievement. The institution uses data to assess accomplishment of the mission and whether it meets the educational needs of students. The mission guides decision-making, planning, and resource allocating and is published, reviewed, and updated regularly. The mission is approved by the Los Angeles Community College District Board of Trustees.

Evidence List

[IA1-01 LATTC website: Mission Statement](#)

[IA1-02 LATTC website: Vision](#)

[IA1-03 Strategic Educational Master Plan](#)

[IA2-01 Strategic Educational Master Plan](#)

[IA2-02 Sample program review: Fashion Design and Culinary Arts](#)

[IA2-03 LATTC SharePoint: Institution Set Standards](#)

[IA2-04 Participatory Governance & Planning Handbook](#)

[IA3-01 Participatory Governance & Planning Handbook](#)

[IA3-02 Sample program review: Fashion Design and Culinary Arts](#)

[IA3-03 Strategic Educational Master Plan](#)

[IA4-01 LACCD Board Minutes: 02-06-19](#)

[IA4-02 College Council Agenda: 05-17-21](#)

[IA4-03 LATTC website: Mission Statement](#)

[IA4-04 LATTC College Catalog: Mission Statement \(pg. 2\)](#)

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

Demonstrates sustained, substantive and collegial dialogue of SLOs

- [IB1-01 Student Learning Outcome evaluations](#)
- [IB1-02 First Assessment Day program](#)
- [IB1-03 Academic Senate minutes: 02-02-21](#)

Demonstrates discussions regarding equity

- [IB1-04 Student Success Committee agendas: 11-01-18, 09-26-19, 10-03-19](#)

Demonstrates program analysis of equity data

- [IB1-05 Sample program review: Digital Media](#)

Demonstrates campus-wide discussions regarding institutional effectiveness

- [IB1-06 Town Hall: 07-17-20, 07-31-20](#)
- [IB1-07 Student Success Committee minutes: 02-14-19 and College Council agenda: 03-25-19](#)

Demonstrates discussions regarding academic quality and continuous improvement

- [IB1-08 Academic Senate minutes: 2019-2020](#)
- [IB1-09 Distance Learning Committee minutes: 10-14-20, 11-18-20, 12-09-20, 01-13-20](#)

Analysis and Evaluation

Each year, faculty evaluate assessment student learning outcomes (SLO) performance data for their courses and disciplines ([IB1-01](#)). To further support dialog about student outcomes, after the success of the first Assessment Day on August 27, 2020, the college officially implemented the day after Convocation (the annual fall faculty and staff opening day meeting) as Assessment Day to dedicate time for faculty to dialog and work on their Assessment Action Plans ([IB1-02](#), [IB1-03](#)).

Dialog about student equity happens at the monthly Student Success Committee meetings ([IB1-04](#)). Dialog about student equity also happens through program review. Instructional programs and student services units are provided disaggregated student equity data for evaluation as part of their self-review and evaluate and dialog about this data ([IB1-05](#)).

Institutional effectiveness is discussed at campus-wide town halls ([IB1-06](#)) and participatory governance meetings ([IB1-07](#)).

Dialog about academic quality and continuous improvement of student learning and achievement happens through participatory governance committees such as Academic Senate ([IB1-08](#)) and Distance Learning Committee ([IB1-09](#)).

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

Demonstrates identified student learning outcomes (SLOs) and service area outcomes (SAOs) for all academic, student service, and administrative service areas

- [IB2-01 eLumen curriculum management system: SLOs](#)

Demonstrates assessment of SLOs

- [IB2-02 eLumen curriculum management system: Assessment](#)

Demonstrates identification of SLOs as part of curriculum process

- [IB2-03 Sample course outline of record: MATH 137S](#)

Analysis and Evaluation

SLO data are housed in the eLumen assessment and curriculum management system ([IB2-01](#), [IB2-02](#)). PLOs and course SLOs are reviewed and approved as part of the curriculum process workflow ([IB2-03](#)).

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

Demonstrates establishment of institution set standards (ISS)

- [IB3-01 Academic Senate, Educational Policies Committee, College Council, Student Success Committee minutes](#)

Demonstrates assessment of ISS

- [IB3-02 Sample program review: Auto and Related Tech, Machine Shop: CNC, Cosmetology](#)

Demonstrates summary of ISS assessment results

- [IB3-03 LATTC website: Annual accreditation reports](#)

Demonstrates publication of ISS assessment results

- [IB3-04 LATTC website: Accreditation](#)

Analysis and Evaluation

The ISS are based on metrics used in the USDE College Scorecard. The ISS were adopted by the college Council on March 25, 2019 ([IB3-01](#)). The methodology for calculating the ISS for course completion, program completion, and transfer is to use 2016-2017 baselines and by 2021-2022 to reach the floor-level ISS and aspirational ISS.

The ISS are assessed through program review ([IB3-02](#)). All instructional programs assess their performance every year against the ISS using program student achievement data as part of the program review process. They must provide an analysis of their performance and identify action plans for improvements if they fall below standards.

ISS responses are contained in the annual accreditation reports ([IB3-03](#)) and are published on the college's accreditation website ([IB3-04](#)).

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

Evidence of Meeting the Standard

Demonstrates process for using assessment data

- [IB4-01 2021-2025 LATTTC Program Review Handbook](#)

Demonstrates use of assessment data to support student learning and achievement

- [IB4-02 Sample program review: Biology, Pre-Health Professionals, Math, and Chem Tech](#)
- [IB4-03 Assessment action plan: 2019-2022](#)

Analysis and Evaluation

The LATTTC Program Review Handbook outlines how departments use assessment data when developing their program plans ([IB4-01](#)). Assessment action plans are developed through collegial dialog among course, discipline, and department faculty and submitted in the assessment and curriculum management system eLumen ([IB4-02](#), [IB4-03](#)).

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

Demonstrates process for program review

- [IB5-01 2021-2025 LATTTC Program Review Handbook](#)

Demonstrates assessment of mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.

- [IB5-02 Sample Program Review: Biology, Pre-Health Professionals, Math, and Chem Tech](#)

Demonstrates data are disaggregated for analysis by program type and mode of delivery

- [IB5-03 LATTTC SharePoint: Institutional Effectiveness Research and Planning](#)

Analysis and Evaluation

The Program Review Handbook outlines the process to tie the evaluation of the program to the mission of the college ([IB5-01](#)). The process includes incorporating data on student learning

and student achievement into the evaluation. As part of program review, programs and units are asked to align their Improvement Action Plan goals and resource requests to the SEMP strategic initiatives, thereby linking program and unit resource requests and improvement plans to the goals of the college mission ([IB5-02](#)).

During program review, comprehensive data sets that disaggregate student achievement by program type and mode of delivery are also provided via the Institutional Effectiveness Research and Planning SharePoint ([IB5-03](#)).

- 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

Demonstrates disaggregation of data

- [IB6-01 eLumen curriculum management system: Disaggregated data](#)
- [IB6-02 LATTC SharePoint: Institutional Effectiveness Research and Planning](#)

Demonstrates analysis of disaggregated data

- [IB6-03 Sample program review: Electronics Communications, Barbering, Real Estate, Digital Media, and Chemistry](#)

Demonstrates strategies to reduce achievement gaps

- [IB6-03 Sample program review: Electronics Communications, Barbering, Real Estate, Digital Media, and Chemistry](#)
- [IB6-04 Student Equity and Achievement Program \(SEAP\) plan](#)

Demonstrates evaluation of strategies

- [IB6-05 Academic Senate minutes: 05-29-19 and Student Success Committee minutes: 11-01-18](#)

Analysis and Evaluation

Student learning outcomes data is disaggregated by subpopulation of students using the eLumen curriculum and assessment management system ([IB6-01](#)). In addition, the Office of Institutional Effectiveness prepares student achievement data disaggregated by gender, age, and ethnicity by program and course for program review ([IB6-02](#)). Disaggregated program learning outcomes data analysis is completed through the program review process and program's identify strategies to address equity gaps ([IB6-03](#)).

At the institutional level, the college implements the strategies outlined in the SEAP plan ([IB6-04](#)). The Student Success Committee monitors the SEAP and evaluates student equity-funded activities and projects ([IB6-05](#)).

- 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

Demonstrates review of program review process

- [IB7-01 PRAC meeting minutes: 2017-2021](#)

Demonstrates evaluation of governance processes

- [IB7-02 College Council committees self-evaluations](#)
- [IB7-03 Academic Senate committee self-evaluations](#)
- [IB7-04 Participatory Governance & Planning Handbook](#)

Analysis and Evaluation

The Program Review Assessment Committee (PRAC) regularly evaluates program review and assessment processes ([IB7-01](#)).

To assess governance processes, shared governance committee, annually evaluate the effectiveness of their processes through self-evaluation and external evaluation ([IB7-02](#), [IB7-03](#)). The college Participatory Governance and Planning Handbook lists the review schedule for institutional plans. Governance processes are evaluated and updated as part of updating the Handbook. ([IB7-04](#)).

- 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

Demonstrates documentation of communication of assessment and evaluation activities

- [IB8-01 LATTC SharePoint: Institutional Effectiveness Research and Planning](#)
- [IB8-02 Program Review portal](#)
- [IB8-03 LATTC SharePoint: Institutional Effectiveness Assessment](#)

Demonstrates campus-wide meetings to discuss institutional strengths and weaknesses and to set priorities

- [IB8-04 College Council meeting minutes: 09-21-20, 10-19-20, 05-17-21, 08-30-21](#)
- [IB8-05 Institutional Effectiveness Reports: 2017-2019](#)
- [IB8-06 Convocation Programs: 2019, 2020, 2021](#)

Analysis and Evaluation

LATTC publishes institutional data and reports (e.g., College Factbook, Enrollment Management Report) on the Institutional Effectiveness Research & Planning, Program Review and Assessment SharePoint ([IB8-01](#), [IB8-02](#), [IB8-03](#)).

Information is broadly communicated through shared governance committee meetings ([IB08-04](#)), reports made available to the campus at large ([IB08-05](#)) and college-wide gatherings, such as Convocations ([IB8-06](#)).

- 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

Demonstrates continuous, broad based, systematic evaluation and planning

- [IB9-01 Participatory Governance and Planning Handbook](#)

Demonstrates integration of 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

- [IB9-02 2021-2025 LATTC Program Review Handbook](#)

Demonstrates the institutional plan for short-term and long-term needs

- [IB9-03 Strategic Educational Master Plan \(SEMP\)](#)

Analysis and Evaluation

The Participatory Governance and Planning Handbook documents the college's systematic and broad-based evaluation and planning ([IB9-01](#)).

As part of integrated planning to accomplish its mission and improve institutional effectiveness and academic quality, the college conducts annual program review ([IB9-02](#)).

The SEMP provides the framework for the strategic initiatives, college-wide priorities, all major institutional planning documents, and program review to lead to accomplishment of the college mission ([IB9-03](#)). The SEMP includes short-term and long-term goals to address institutional needs.

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

LATTC encourages and provides space for significant dialog on equity, institutional effectiveness, and continuous improvement of student learning and achievement. The institution utilizes a broad spectrum of data and regular evaluation of policies and practices to ensure it is achieving its mission and strategic priorities, disaggregating the data to verify similar levels of achievement for different program types, modes of delivery, and student subpopulations. Assessment and evaluation results are shared widely and drive changes leading to continuous improvement. Instructional, student service, and administrative service units complete annual and comprehensive program reviews to evaluate performance related to the college mission and unit goals, to update objectives and activities, and to request resources in support of these activities.

Evidence List

[IB1-01 Student Learning Outcome evaluations](#)
[IB1-02 First Assessment Day program](#)
[IB1-03 Academic Senate minutes: 02-02-21](#)
[IB1-04 Student Success Committee agendas: 11-01-18, 09-26-19, 10-03-19](#)
[IB1-05 Sample program review: Digital Media](#)
[IB1-06 Town Hall: 07-17-20, 07-31-20](#)
[IB1-07 Student Success Committee minutes: 02-14-19 and College Council agenda: 03-25-19](#)
[IB1-08 Academic Senate minutes: 2019-2020](#)
[IB1-09 Distance Learning Committee minutes: 10-14-20, 11-18-20, 12-09-20, 01-13-20](#)
[IB2-01 eLumen curriculum management system: SLOs](#)
[IB2-02 eLumen curriculum management system: Assessment](#)
[IB2-03 Sample course outline of record: MATH 137S](#)
[IB3-01 Academic Senate, Educational Polices Committee, College Council, Student Success Committee minutes](#)
[IB3-02 Sample program review: Auto and Related Tech, Machine Shop: CNC, Cosmetology](#)
[IB3-03 LATTC website: Annual accreditation reports](#)
[IB3-04 LATTC website: Accreditation](#)
[IB4-01 2021-2025 LATTC Program Review Handbook](#)
[IB4-02 Sample program review: Biology, Pre-Health Professionals, Math, and Chem Tech](#)
[IB4-03 Assessment action plan: 2019-2022](#)
[IB5-01 2021-2025 LATTC Program Review Handbook](#)
[IB5-02 Sample Program Review: Biology, Pre-Health Professionals, Math, and Chem Tech](#)
[IB5-03 LATTC SharePoint: Institutional Effectiveness Research and Planning](#)
[IB6-01 eLumen curriculum management system: Disaggregated data](#)
[IB6-02 LATTC SharePoint: Institutional Effectiveness Research and Planning](#)
[IB6-03 Sample program review: Electronics Communications, Barbering, Real Estate, Digital Media, and Chemistry](#)
[IB6-04 Student Equity and Achievement Program \(SEAP\) plan](#)
[IB6-05 Academic Senate minutes: 05-29-19 and Student Success Committee minutes: 11-01-18](#)
[IB7-01 PRAC meeting minutes: 2017-2021](#)
[IB7-02 College Council committees self-evaluations](#)
[IB7-03 Academic Senate committee self-evaluations](#)
[IB7-04 Participatory Governance & Planning Handbook](#)
[IB8-01 LATTC SharePoint: Institutional Effectiveness Research and Planning](#)
[IB8-02 Program Review portal](#)
[IB8-03 LATTC SharePoint: Institutional Effectiveness Assessment](#)
[IB8-04 College Council meeting minutes: 09-21-20, 10-19-20, 05-17-21, 08-30-21](#)
[IB8-05 Institutional Effectiveness Reports: 2017-2019](#)
[IB8-06 Convocation Programs: 2019, 2020, 2021](#)
[IB9-01 Participatory Governance and Planning Handbook](#)
[IB9-02 2021-2025 LATTC Program Review Handbook](#)
[IB9-03 Strategic Educational Master Plan \(SEMP\)](#)

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

Demonstrates clarity, accuracy, and integrity of mission statement

- [IC1-01 LATTC website: Mission Statement](#)
- [IC1-02 LATTC College Catalog: Mission Statement \(pg. 2\)](#)

Demonstrates clarity, accuracy, and integrity of educational programs and learning outcomes

- [IC1-03 LATTC website: Academic Programs](#)
- [IC1-04 LATTC College Catalog: Pathways and Programs of Study \(pgs. 57-62\)](#)

Demonstrates clarity, accuracy, and integrity of student support services

- [IC1-05 LATTC website: Student Services](#)
- [IC1-06 LATTC College Catalog: Student Services \(pgs. 5-13\)](#)

Demonstrates clarity, accuracy, and integrity of accreditation status

- [IC1-07 LATTC website: External accreditation bodies](#)
- [IC1-08 LATTC website: Accreditation Status](#)
- [IC1-09 LATTC College Catalog: Accreditation status \(pg. 4\)](#)

Demonstrates review of mission statement to assure clarity, accuracy and integrity

- [IC1-10 College Council agenda: 05-17-21](#)

Demonstrates review of educational programs and learning outcomes to assure clarity, accuracy and integrity

- [IC1-11 2021-2025 LATTC Program Review Handbook](#)

Demonstrates review of student support services to assure clarity, accuracy and integrity

- [IC1-12 Student Services website review spreadsheet](#)

Demonstrates process for review website content

- [IC1-13 Academic Affairs website review spreadsheet](#)

Analysis and Evaluation

LATTC's two primary sources of information are the website and college catalog, providing the college and community with:

- the mission statement ([IC1-01](#), [IC1-02](#)),
- information on education programs and learning outcomes ([IC1-03](#), [IC1-04](#)),
- student services ([IC1-05](#), [IC1-06](#)), and
- the college's accreditation status ([IC1-07](#), [IC1-08](#), [IC1-09](#)).

LATTC assures the clarity, accuracy and integrity of information related to our mission statement, learning outcomes, educational programs, and student services via the following:

- mission statement reviewed by College Council ([IC1-10](#));

- educational program and learning outcomes reviewed during program review ([IC1-11](#));
- student services update the website with clear and accurate information ([IC1-12](#));
- accreditation status updated by Accreditation Liaison Officer
- website reviewed by Public Relations Manager ([IC1-13](#))

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

Demonstrates online catalog for students and prospective students

- [IC2-01 LATTC College Catalog](#)

Demonstrates process for accurate and current information in catalog

- [IC2-02 Curriculum Committee Policy](#)
- [IC2-03 Email regarding review of catalog content](#)

Demonstrates all facts, requirements, policies, and procedures listed in the “Catalog Requirements”

- [IC2-04 ACCJC catalog requirement locations](#)

Analysis and Evaluation

The catalog is updated and published every other year with addendums published every six months as a means for documenting and publishing programmatic updates ([IC2-01](#)). Our Curriculum Dean is responsible for ensuring information about our educational programs is accurate. To assure standardization, data integrity, and accuracy of information, all changes and/or additions to educational courses and programs must be in accordance with the Curriculum Committee policies and procedures ([IC2-02](#), [IC2-03](#)).

The ACCJC Catalog Requirements and the page numbers where these items are found in the printed 2020-2022 LATTC Catalog ([IC2-04](#)).

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

Demonstrates documented evaluation of student achievement to communicate matters of academic quality to appropriate constituencies

- [IC3-01 LATTC Factbook: 2014-2020](#)
- [IC3-02 LATTC website: Annual accreditation reports](#)

Demonstrates documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies

- [IC3-03 Institutional Effectiveness Reports: 2017-2019](#)
- [IC3-04 LATTC SharePoint: Institutional Effectiveness](#)
- [IC3-05 Sample Data Dashboard](#)

Analysis and Evaluation

The college regularly publishes Fact Books ([IC3-01](#)), which are made available to the public including current and prospective students. Each Fact Book is published on the LATTC website and contains detailed information on course retention and completion rates broken down by Pathway.

LATTC makes all ACCJC annual reports available on publicly accessible pages of the college website, thereby giving access to current and prospective students and the public ([IC3-02](#)). These reports include data on course completion rates, certificate achievement, degree attainment, licensure examination pass rates, and employment rates for Career and Technical Education programs.

The college maintains an Institutional Effectiveness unit that conducts education-related research and generates data-driven reports in order to support the educational service of the entire institution. This unit collects, analyzes, and disseminates data to college departments, students, and local/regional constituencies so that educational services remain relevant to the trends of business and industry ([IC3-03](#)). Data related to assessment of student learning are communicated to the public through the Institutional Effectiveness SharePoint ([IC3-04](#)). The Institutional Effectiveness unit also provides a user-friendly “Data Dashboard” which allows members of the public to search for and view course completion data by department, discipline, and course ([IC3-05](#)).

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

Demonstrates description of certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

- [IC4-01 LATTC College Catalog: General information about certificates and degrees \(pgs. 48-49, 59-60\)](#)
- [IC4-02 LATTC College Catalog: Sample program information \(pg. 64\)](#)

Analysis and Evaluation

In addition to information in the catalog ([IC4-01](#)), LATTC describes its certificates and degrees on program information sheets that are available as hard copies in each department, and also on the college website under “Academic Programs” ([IC4-02](#)). The catalog and factsheets are standardized to include the following information about each certificate and degree:

- Purpose – program overview that outlines the purpose of the program
- Content – the total number of course units required and major elective units
- Course requirements – required and major elective courses by semester when appropriate
- Expected learning outcomes – Program learning outcomes (PLOs) by program.

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

Demonstrates regular review of institutional policies and procedures to assure integrity in all representations of its mission, programs, and services

- [IC5-01 Participatory Governance and Planning Handbook](#)
- [IC5-02 LATTC Program Review Assessment Committee \(PRAC\) Bylaws](#)
- [IC5-03 Job description: Public information manager](#)

Analysis and Evaluation

The Participatory Governance and Planning Handbook includes the processes and frequencies for reviewing college policies ([IC5-01](#)).

The Program Review Assessment Committee is responsible for reviewing and updating program review and assessment policies and processes ([IC5-02](#))

The public information manager ([IC5-03](#)) directs the maintenance of the integrity of the website the public's primary source of information regarding the college's mission, programs, and services as well as communications to the public and media outlets.

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

Demonstrates accurate information for current and prospective students regarding tuition, fees, and other required expenses

- [IC6-01 LATTC College Catalog: Fees \(pgs. 22, 44\)](#)

Demonstrates accurate information for current and prospective students regarding total cost of education

- [IC6-02 LATTC website: Cost of attendance](#)
- [IC6-03 LATTC website: Fees, parking, and supplies](#)

Demonstrates accurate information for current and prospective students regarding cost of textbooks and materials

- [IC6-04 Cosmetology program flyer](#)
- [IC6-05 LATTC Bookstore: Search engine](#)
- [IC6-06 LATTC Bookstore: List of textbooks and materials](#)
- [IC6-07 Email to faculty regarding textbooks](#)

Analysis and Evaluation

The college catalog includes enrollment fees, health fees, parking fees, and Associated Student Organization ([IC6-01](#)). Additionally, the LATTC website directs students to a page which

summarizes costs and financial aid, including an estimated Cost of Attendance ([IC6-02](#)) and a summary of all “fees, parking, and supplies” ([IC6-03](#)). Programs also provide information sheets to students that include costs of program-specific fees and supplies ([IC6-04](#)).

The college Bookstore provides a search function to look up the price of instructional materials for each course ([IC6-05](#)). Textbooks and course materials, if applicable, are listed with pricing ([IC6-06](#)). The bookstore solicits information from faculty via email on a regular basis to maintain the accuracy of textbooks and instructional materials ([IC6-07](#)).

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

Demonstrates published policy for faculty academic freedom and responsibility, and support for an atmosphere in which intellectual freedom exist

- [IC7-01 Board Rule 1204: Code of Ethics](#)

Demonstrates published policy for students to support an atmosphere in which intellectual freedom exist

- [IC7-02 Board Rules 9803.10 – 9803.28: Standards of Conduct](#)
- [IC7-04 LATTC website: Student Rights, Responsibilities, Complaints and Compliance](#)

Demonstrates published policy on student academic freedom

- [IC7-03 LATTC College Catalog: Academic Freedom \(pg. 30\)](#)

Demonstrates published policy on faculty academic freedom

- [IC7-05 Agreement between LACCD and LA College Faculty Guild Local 1521: Article 4](#)
- [IC7-06 AAUP Statement on Professional Ethics](#)

Analysis and Evaluation

Board Rule 1204, which outlines the code of ethics, includes a section on academic rights and responsibilities in section 1204.12 ([IC7-01](#)). The Board Rules are continually reviewed and modified, as evidenced by the notations and strikeouts on Board Rule 1204.

Student academic freedom is based on Board Rules 9803.10-9803.28 ([IC7-02](#)) and is included in the college catalog ([IC7-03](#)) and LATTC website ([IC7-04](#)).

In addition, academic freedom and responsibility policies are published in the contract between LACCD and the college Faculty Guide and in the AAUP Statement on Professional ethics adopted by the Academic Senate ([IC7-05](#) and [IC7-06](#)).

- 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

Demonstrates publication of clear policies for students that promote honesty, responsibility, and academic integrity

- [IC8-01 LATTC College Catalog: Standards of Conduct \(pgs. 33-35\)](#)
- [IC8-02 Sample syllabus: Business 32](#)

Demonstrates publication of clear policies of consequences for student dishonesty

- [IC8-03 Administrative Procedures 4105: Distance Education](#)

Demonstrates publication of clear policies that promote honesty, responsibility, and academic integrity

- [IC8-04 Board Rule 1204: Code of Ethics](#)

Demonstrates published policy on policies for faculty that promote honesty, responsibility, and academic integrity

- [IC8-05 AAUP Statement on Professional Ethics](#)

Demonstrates publication of clear policies of consequences for student and employee dishonesty

- [IC8-06 Board Rule 15001: Prohibited Discrimination, Unlawful Harassment, and Sexual Misconduct \(Title IX\)](#)

Demonstrates publication of clear policies of consequences for employee dishonesty

- [IC8-07 HR E-001: Unsolicited Derogatory Communications](#)

Demonstrates publication of clear policies of consequences for student dishonesty

- [IC8-08 LATTC website: Student Discipline](#)

Demonstrates publication of clear policies of consequences for faculty dishonesty

- [IC8-09 BP 7360: Discipline and Dismissal – Academic Employees](#)

Demonstrates publication of clear policies of consequences for classified professional dishonesty

- [IC8-10 Classified Professional Handbook: Employee Discipline \(pg. 13\)](#)
- [IC8-11 Personnel Commission Rule 735: Causes and procedures for suspension, demotion, and dismissal](#)
- [IC8-12 BP 7365: Discipline and Dismissal – Classified Employees](#)

Demonstrates publication of clear policies of consequences for manager dishonesty

- [IC8-09 BP 7360: Discipline and Dismissal – Academic Employees](#)

Analysis and Evaluation

The student code of conduct, based on Board Rules 9803.10-9803.28, is published in the college catalog ([IC8-01](#)) and includes student behavior (e.g., unauthorized entry, disorderly conduct), academic honesty, and consequences for dishonesty (i.e., student discipline procedures). Faculty are required to include an academic honesty statement on their syllabi and review it with their students during their first meeting ([IC8-02](#)). To ensure integrity in distance education classes, LATTC adheres to the Los Angeles Community College District's policy on

distance education ([IC8-03](#)). All DE courses are taught through the same Learning Management System, Canvas, which provides secure single sign on and authentication of students.

For faculty, Board Policies includes a code of ethics ([IC8-04](#)) that outline what is expected of faculty such as intellectual honesty and academic integrity. The faculty also adopted AAUP Statement of Professional Ethics that promotes honest academic conduct and responsibility to their discipline ([IC8-05](#)).

For all constituency groups, LATTC prohibits discrimination, unlawful harassment, and sexual misconduct ([IC8-06](#)). There is process for any district employee to address dishonesty and derogatory comments from another employee ([IC8-07](#)).

If there is a violation of honesty or integrity, the procedure varies by constituency group:

- Students: The Student Discipline Website provides forms, procedures, and responsibilities ([IC8-08](#))
- Faculty: Board policy outlines discipline and dismissal for academic employees ([IC8-09](#))
- Classified Professionals: Employee discipline is included in the handbook and in Personnel Commission Rules ([IC8-10](#), [IC8-11](#), [IC8-12](#))
- Administrators: Board policy outlines discipline and dismissal for academic employees ([IC8-09](#))

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

Demonstrates faculty distinguish between personal conviction and professionally accepted views in a discipline

- [IC9-01 AAUP Statement on Professional Ethics](#)

Demonstrates distinguish between personal conviction and professionally accepted views in a discipline

- [IC9-02 Agreement between LACCD and LA College Faculty Guild Local 1521: Appendix C -Section II B. Knowledge, Skill and Ability as a Classroom Instructor](#)

Analysis and Evaluation

As stated in the AAUP Statement on Professional Ethics, “[Faculty] practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry... When they speak or act as private persons they avoid creating the impression that they speak or act for their colleges or universities” ([IC9-01](#)).

The evaluation of faculty includes items that ensure the faculty is adhering to accepted views in the discipline ([IC9-02](#)):

- ensures that course content is current and appropriate

- teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline
- uses materials that are accurate and that are pertinent to the subject matter and course outline

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

Demonstrates code of conduct for students

- [IC10-01 Board Rules 9803.10 – 9803.28: Standards of Conduct](#)
- [IC10-02 LATTC College Catalog: Standards of Conduct \(pgs. 33-35\)](#)

Demonstrates code of conduct for faculty

- [IC10-03 Board Rule 1204: Code of Ethics](#)
- [IC10-04 AAUP Statement on Professional Ethics](#)

Demonstrates code of conduct for classified professionals

- [IC10-05 Excerpt from Classified Employee Handbook: Standards of Conduct \(pg. 12\)](#)

Demonstrates code of conduct for all employees

- [IC10-06 LATTC College Catalog: Code of Ethical Conduct \(pg. 3\)](#)

Analysis and Evaluation

The college provides codes of conduct for students and employees as follows:

- Students: Board Rules on Standards of Conduct ([IC10-01](#)) and the college catalog ([IC10-02](#))
- Faculty: Board Rules on Code of Ethics ([IC10-03](#)) and AAUP Statement of Professional Ethics ([IC10-04](#))
- Classified Professionals: Classified Employee Handbook ([IC10-05](#))
- Administrators: Code of Ethical Conduct ([IC10-06](#))

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.

This standard is not applicable to LATTC.

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

Demonstrates compliance with all accreditation eligibility requirements, accreditation standards, commission policies, guidelines, and requirements or public disclosure

- [IC12-01 LATTC website: Accreditation](#)
- [IC12-02 LATTC website: About accreditation](#)
- [IC12-03 LATTC website: Accreditation 2016-2023](#)
- [IC12-04 LATTC website: Accreditation status](#)
- [IC12-05 LATTC website: Annual accreditation reports](#)
- [IC12-06 LATTC SharePoint: Accreditation Steering Committee](#)

Demonstrates response to meet requirements within a time period set by the Commission

- [IC12-07 Communications between LATTC and ACCJC](#)

Demonstrates disclosure of information required by the Commission to carry out its accrediting responsibilities

- [IC12-07 Communications between LATTC and ACCJC](#)

Analysis and Evaluation

The publicly accessible college accreditation website is kept current and provides information about the college's accreditation efforts ([IC12-01](#), [IC12-02](#), [IC12-03](#), [IC12-04](#), [IC12-05](#)).

The Accreditation Steering Committee has a site on the college's intranet that is available to all LATTC employees ([IC12-06](#)). Information on the development of the ISER, committee documents, and institutional plans are all housed at this site.

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

Demonstrates honesty and integrity in relationships with external agencies, including compliance with regulations and statutes

- [IC13-01 LATTC website: Nursing](#)

Demonstrates honesty and integrity in relationships with external agencies and description in consistent terms

- [IC13-02 Welding Advisory Committee meeting minutes](#)

Demonstrates communication of any changes in accredited status

- [IC13-03 LATTC website: Accreditation](#)
- [IC13-04 Accreditation newsletter: Winter-Spring 2021](#)
- [IC13-05 Convocation Programs: 2019, 2020, 2021](#)
- [IC13-06 MadeAtTrade: 05-09-22](#)

Analysis and Evaluation

The college works with several external accrediting bodies and complies with all regulations and statutes. Programs with external accreditation provide this information on their websites to ensure the public has the most up to date and accurate information ([IC13-01](#)). Advisory Councils provide the opportunity to the college's honesty and integrity as well as describe itself accurately and consistently ([IC13-02](#)).

Changes in the college's accreditation status are communicated to the public via the college website ([IC13-03](#)), accreditation newsletters ([IC13-04](#)), and other college-wide informational events and communications ([IC13-05](#), [IC13-06](#)).

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

Demonstrates commitments to high quality education, student achievement and student learning are paramount to other objectives

- [IC14-01 AP 2710: Conflict of Interest](#)
- [IC14-02 AP 2712: Conflict of Interest Code](#)

Demonstrates budget assumptions based "in support of student access, equity and success"

- [IC14-03 AP 6200: Budget Preparation](#)

Demonstrates budget development meets criteria including "supporting district's master and education plans"

- [IC14-04 BP 6200: Budget Preparation](#)

Demonstrates investments should be avoided that might impair public confidence

- [IC14-05 BP 6320: Investments](#)

Analysis and Evaluation

LATTC is a publicly funded, open-access institution that functions for the benefit of the surrounding community and its students. There are clear administrative procedures that address conflict of interest ([IC14-01](#), [IC14-02](#)) to ensure high quality education.

Both board policies and administrative procedures support budget preparation based in long term educational planning and alignment with the Student-Centered Funding Formula ([IC14-03](#), [IC14-04](#)) as well as directive to avoid any investments that would undermine the public confidence in the district and colleges ([IC14-05](#)).

Conclusions on Standard I.C: Institutional Integrity

The Los Angeles Community College District has board policies and administrative procedures that ensure the integrity of Board of Trustees and all district and college employees. LATTC ensures that the information it provides to students and the public is accurate. Honesty, integrity, high quality education, and student achievement are of paramount importance to the institution.

Evidence List

[IC1-01 LATTC website: Mission Statement](#)
[IC1-02 LATTC College Catalog: Mission Statement \(pg. 2\)](#)
[IC1-03 LATTC website: Academic Programs](#)
[IC1-04 LATTC College Catalog: Pathways and Programs of Study \(pgs. 57-62\)](#)
[IC1-05 LATTC website: Student Services](#)
[IC1-06 LATTC College Catalog: Student Services \(pgs. 5-13\)](#)
[IC1-07 LATTC website: External accreditation bodies](#)
[IC1-08 LATTC website: Accreditation Status](#)
[IC1-09 LATTC College Catalog: Accreditation status \(pg. 4\)](#)
[IC1-10 College Council agenda: 05-17-21](#)
[IC1-11 2021-2025 LATTC Program Review Handbook](#)
[IC1-12 Student Services website review spreadsheet](#)
[IC1-13 Academic Affairs website review spreadsheet](#)
[IC2-01 LATTC College Catalog](#)
[IC2-02 Curriculum Committee Policy](#)
[IC2-03 Email regarding review of catalog content](#)
[IC2-04 ACCJC catalog requirement locations](#)
[IC3-01 LATTC Factbook: 2014-2020](#)
[IC3-02 LATTC website: Annual accreditation reports](#)
[IC3-03 Institutional Effectiveness Reports: 2017-2019](#)
[IC3-04 LATTC SharePoint: Institutional Effectiveness](#)
[IC3-05 Sample Data Dashboard](#)
[IC4-01 LATTC College Catalog: General information about certificates and degrees \(pgs. 48-49, 59-60\)](#)
[IC4-02 LATTC College Catalog: Sample program information \(pg. 64\)](#)
[IC5-01 Participatory Governance and Planning Handbook](#)
[IC5-02 LATTC Program Review Assessment Committee \(PRAC\) Bylaws](#)
[IC5-03 Job description: Public information manager](#)
[IC6-01 LATTC College Catalog: Fees \(pgs. 22, 44\)](#)
[IC6-02 LATTC website: Cost of attendance](#)
[IC6-03 LATTC website: Fees, parking, and supplies](#)
[IC6-04 Cosmetology program flyer](#)
[IC6-05 LATTC Bookstore: Search engine](#)
[IC6-06 LATTC Bookstore: List of textbooks and materials](#)
[IC6-07 Email to faculty regarding textbooks](#)
[IC7-01 Board Rule 1204: Code of Ethics](#)

[IC7-02 Board Rules 9803.10 – 9803.28: Standards of Conduct](#)
[IC7-03 LATTC College Catalog: Academic Freedom \(pg. 30\)](#)
[IC7-04 LATTC website: Student Rights, Responsibilities, Complaints and Compliance](#)
[IC7-05 Agreement between LACCD and LA College Faculty Guild Local 1521: Article 4](#)
[IC7-06 AAUP Statement on Professional Ethics](#)
[IC8-01 LATTC College Catalog: Standards of Conduct \(pgs. 33-35\)](#)
[IC8-02 Sample syllabus: Business 32](#)
[IC8-03 Administrative Procedures 4105: Distance Education](#)
[IC8-04 Board Rule 1204: Code of Ethics](#)
[IC8-05 AAUP Statement on Professional Ethics](#)
[IC8-06 Board Rule 15001: Prohibited Discrimination, Unlawful Harassment, and Sexual Misconduct \(Title IX\)](#)
[IC8-07 HR E-001: Unsolicited Derogatory Communications](#)
[IC8-08 LATTC website: Student Discipline](#)
[IC8-09 BP 7360: Discipline and Dismissal – Academic Employees](#)
[IC8-10 Classified Professional Handbook: Employee Discipline \(pg. 13\)](#)
[IC8-11 Personnel Commission Rule 735: Causes and procedures for suspension, demotion, and dismissal](#)
[IC8-12 BP 7365: Discipline and Dismissal – Classified Employees](#)
[IC9-01 AAUP Statement on Professional Ethics](#)
[IC9-02 Agreement between LACCD and LA College Faculty Guild Local 1521: Appendix C - Section II B. Knowledge, Skill and Ability as a Classroom Instructor](#)
[IC10-01 Board Rules 9803.10 – 9803.28: Standards of Conduct](#)
[IC10-02 LATTC College Catalog: Standards of Conduct \(pgs. 33-35\)](#)
[IC10-03 Board Rule 1204: Code of Ethics](#)
[IC10-04 AAUP Statement on Professional Ethics](#)
[IC10-05 Excerpt from Classified Employee Handbook: Standards of Conduct \(pg. 12\)](#)
[IC10-06 LATTC College Catalog: Code of Ethical Conduct \(pg. 3\)](#)
[IC12-01 LATTC website: Accreditation](#)
[IC12-02 LATTC website: About accreditation](#)
[IC12-03 LATTC website: Accreditation 2016-2023](#)
[IC12-04 LATTC website: Accreditation status](#)
[IC12-05 LATTC website: Annual accreditation reports](#)
[IC12-06 LATTC SharePoint: Accreditation Steering Committee](#)
[IC12-07 Communications between LATTC and ACCJC](#)
[IC13-01 LATTC website: Nursing](#)
[IC13-02 Welding Advisory Committee meeting minutes](#)
[IC13-03 LATTC website: Accreditation](#)
[IC13-04 Accreditation newsletter: Winter-Spring 2021](#)
[IC13-05 Convocation Programs: 2019, 2020, 2021](#)
[IC13-06 MadeAtTrade: 05-09-22](#)
[IC14-01 AP 2710: Conflict of Interest](#)
[IC14-02 AP 2712: Conflict of Interest Code](#)
[IC14-03 AP 6200: Budget Preparation](#)
[IC14-04 BP 6200: Budget Preparation](#)
[IC14-05 BP 6320: Investments](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student 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

Demonstrates programs consistent with mission

- [IIA1-01 LATTC website: Mission Statement](#)
- [IIA1-02 LATTC College Catalog: Programs \(pgs. 59; 47-49\)](#)

Demonstrates instructional programs consistent with college mission, have SLOs, and are appropriate to higher education

- [IIA1-03 Curriculum Committee agenda: 10-22-19](#)

Demonstrates programs appropriate to higher education

- [IIA1-04 Curriculum Committee minutes: Archiving English and Math Courses: 08-20-19](#)

Demonstrates attainment of identified program student learning outcomes

- [IIA1-05 Biology PLOs](#)

Demonstrates program achievement of degrees, certificates, etc.

- [IIA1-06 LATTC Scorecard: 2017-2018](#)

Analysis and Evaluation

LATTC's mission includes providing pathways to academic, career, and transfer success through technical certificates, associate degrees, transfer, and employment. ([IIA1-01](#)) Our mission is carried out through instructional programs of study within specified fields that culminate in industry-recognized credentials, certificates of achievement, associate of art or science degrees, or associate degrees for transfer. ([IIA1-02](#)). The Curriculum Committee is the regulating body that oversees and approves changes, additions and/or archival of courses and programs to ensure appropriateness, identification of learning outcomes, and curricular alignment with the college mission ([IIA1-03](#)). For example, LATTC has removed most below-transfer classes, in particular in English and math, to ensure course offerings are appropriate to

higher education ([IIA1-04](#)). All courses and programs culminate in defined student learning outcomes ([IIA1-05](#)). The college evaluates student progress through its Institution-Set Standards (ISS), which include retention, certificate/degree completions, transfer, and job placement rates. Institutionally, the college assesses its performance against the ISS every semester through the LATTC Scorecard. Student progression at the college is also measured through the ISS assessed through the LATTC Scorecard ([IIA1-06](#)).

- 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

Demonstrates content and methods of instruction meet generally accepted academic and professional standards and expectations

- [IIA2-01 Curriculum Committee meeting minutes: 10-27-20](#)
- [IIA2-02 Distance Learning Committee meeting minutes: 10-14-20](#)

Demonstrates systematic and inclusive program review

- [IIA2-03 2021-2025 LATTC Program Review Handbook](#)

Demonstrates improvement of instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success

- [IIA2-04 Sample Program Review: Electronics Communications, Barbering, Real Estate, Digital Media, and Chemistry](#)

Analysis and Evaluation

Faculty regularly review the content and methods of instruction for courses in a variety of settings, including Curriculum and Distance Education committees and departmental meetings. ([IIA2-01](#), [IIA2-02](#)). In addition, many departments (e.g., nursing, cosmetology) have external accreditation standards that can result in changes to professional standards that are reflected in curricular changes.

Starting in 2021, LATTC implemented a 4-year Program Review-Assessment Cycle. In the cycle, all departments and programs/units complete comprehensive program review within the cycle and annual program review updates each year ([IIA2-03](#)). Faculty evaluate student performance using the following indicators: course success, sequence, degree/certificate completion, transfer, and equity gaps. Data related to these indicators are disaggregated by program, mode of delivery, demographics, and by relevant sub-populations. During a program's data review stage, the program compares its outcomes against the institution-set standards and analyzes program outcome assessment data. Programs then develop 4-year improvement action plans to address issues that arise from their self-evaluation. During the annual program review, they track progress on these improvement plans and make any

necessary updates ([IIA2-04](#)).

- 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

Demonstrates identification of program SLOs

- [IIA3-01 LATTC College Catalog: Accounting Clerk PLOs \(pg. 94\)](#)

Demonstrates identification of course SLOs

- [IIA3-02 Sample Course Outline of Record: Math 137S](#)

Demonstrates regular assessment of SLO

- [IIA3-03 2021-2025 LATTC Program Review Handbook \(pgs. 4-5\)](#)
- [IIA3-04 LATTC SharePoint: Institutional Effectiveness: Assessment Plans](#)

Demonstrates requirement of SLOs on course syllabi

- [IIA3-05 AP 4020: Curriculum Development](#)
- [IIA3-06 Comprehensive Syllabus Checklist](#)

Analysis and Evaluation

All LATTC degree and certificate programs have identified program learning outcomes that are published in the college catalog ([IIA3-01](#)). Discipline faculty work together in the development of student learning outcomes (SLO) via discipline and pathway dialog. In developing a new course, faculty can work with the Curriculum Committee chair and curriculum dean during monthly Curriculum Technical Review meetings to develop or revise outcomes on the Course Outline of Record (COR). In addition, the Curriculum Committee reviews SLOs as part of evaluating the COR ([IIA3-02](#)).

Program review includes assessment of program SLOs ([IIA3-03](#)). Assessment Plans are posted on the LATTC Assessment site ([IIA3-04](#)).

As directed by the Los Angeles Community College District's AP 4020, all faculty are required to include SLOs on their syllabi ([IIA3-05](#)). LATTC also provides an Academic Senate approved checklist outlining what is required and recommended on a syllabus, including SLOs ([IIA3-06](#)).

- 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

Demonstrates pre-collegiate level curriculum

- [IIA4-01 LATTC College Catalog: Non-Credit Courses \(pgs. 353-360\)](#)

Demonstrates student support to succeed in college level curriculum

- [IIA4-02 LATTC College Catalog: ENGLISH 072 and MATH "S" course descriptions \(pgs. 272 and 309-311\)](#)
- [IIA4-03 LATTC College Catalog: Basic Skills course descriptions \(pgs. 353-356\)](#)
- [IIA4-04 LATTC website: Tutor request form](#)
- [IIA4-05 LATTC College Catalog: Academic Connections \(pg. 5\)](#)
- [IIA4-06 LATTC website: Academic Connections](#)

Analysis and Evaluation

LATTC offers 62 pre-collegiate level courses in the categories of Academic Preparation, Basic Skills, Vocational Education, and Non-Credit ESL. These courses are distinguished with the designation “Non-degree applicable” or “NDA” in the catalog and are listed in a separate section titled “Non-credit Courses” ([IIA4-01](#)).

Math and English faculty provide academic support for students via additional lab components for collegiate (i.e., transfer-level) courses ([IIA4-02](#)) as well as promote Basic Skills classes and tutoring available to students ([IIA4-03](#), [IIA4-04](#)).

LATTC’s Academic Connections is a collaborative interdisciplinary hub that provides students with academic instruction and support services through noncredit course offerings, workshops, tutoring, and instructional support resources. Noncredit Courses include College Readiness, Career Exploration, Career Readiness, English as a Second Language (Noncredit), and GED Exam Preparation ([IIA4-05](#), [IIA4-06](#)).

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

Demonstrates degree and program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning

- [IIA5-01 Administrative Regulations E-64: Procedures for Development and Approval of Educational Programs and Options](#)
- [IIA5-02 Administrative Regulations E-65: Course Development and Approval: Standards and Procedures](#)
- [IIA5-03 the Program and Course Approval Handbook](#)

Demonstrates minimum degree requirements

- [IIA5-04 California Code of Regulations, Title 5, Section 55063: Minimum Requirements for the Associate Degree](#)
- [IIA5-05 LACCD Board Rule 6201.10: Graduate Requirements – Unit Requirements](#)
- [IIA5-06 LATTC College Catalog: Associate Degree Requirements \(pg. 48\)](#)

Analysis and Evaluation

The breadth, depth, quality, and rigor of the college's programs are determined through our curriculum process as directed by Los Angeles Community College District (LACCD) Administrative Regulations E-64 ([IIA5-01](#)) and E-65 ([IIA5-02](#)) and state requirements as outlined in the Program and Course Approval Handbook ([IIA5-03](#)).

Adhering to California Code of Regulations ([IIA5-04](#)) and LACCD Board Rules ([IIA5-05](#)), LATTC requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units in order to earn an associate degree.

The college catalog includes the number of units required for every program as well as recommended sequencing of courses ([IIA5-06](#)).

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

Demonstrates order and semester sequence of classes for students to complete in two to four years full-time or part-time enrollment, respectively

- [IIA6-01 LATTC College Catalog: Sample sequencing Automotive and Related Technology \(pg. 65\)](#)

Demonstrates timing of classes for students to complete in two to four years full-time or part-time enrollment, respectively

- [IIA6-02 Scheduling Time Patterns for Classes](#)

Demonstrates schedule of classes for students to complete in two to four years full-time or part-time enrollment, respectively

- [IIA6-03 Cosmetology Programs](#)

Analysis and Evaluation

Courses are scheduled to allow full-time students to complete certificate and degree programs within two years as outlined in the college catalog ([IIA6-01](#)) When possible, LATTC utilizes a block scheduling method with specific start and end times to avoid overlap in classes which can prevent students from completing courses in a timely manner. ([IIA6-02](#)). LATTC strives to build a schedule with courses offered in the morning, afternoon, evenings, weekends, and online to meet students' educational goals. For example, cosmetology schedules courses so students can complete the full program during the day or the evening. ([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

Demonstrates delivery modes that reflect needs of students

- [IIA7-01 Communication Studies fall 2022 schedule](#)

Demonstrates teaching modes that reflect needs of students

- [IIA7-02 Sample Canvas course shell](#)

Demonstrates information about learning support services

- [IIA7-03 Sample Canvas course shell: Learning support services](#)

Demonstrates learning support services that reflect the diverse and changing needs

- [IIA7-04 LATTC website: Academic Connections information](#)

Analysis and Evaluation

The college offers flexible scheduling, including hybrid, online, day, evening and weekend classes ([IIA7-01](#)). Faculty use Canvas, the college's Learning Management System, to support instruction in both online and on campus classes that include diverse teaching methodologies ([IIA7-02](#)) and highlight learning support services ([IIA7-03](#)).

LATTC also was agile in providing student learning support via in person meetings, video meetings, and real time chat conversations ([IIA7-04](#)). The multiple delivery modes to support students align with an equity framework by providing students with the support that best meets their needs rather than expecting students to conform to the one method provided.

- 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

Demonstrates validity of department-wide program examinations

- [IIA8-01 NCSBN Website: Reliability of NCLEX Exam](#)
- [IIA8-02 Paper on Reliability of NCLEX Exam](#)
- [IIA8-03 NCLEX Test Plan](#)

Analysis and Evaluation

LATTC uses several program-wide examinations as determined by accrediting bodies such as the NCLEX for nursing. LATTC relies on the external providers of the exam to ensure validity and effectiveness ([IIA8-01](#), [IIA8-02](#), [IIA8-03](#)).

- 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

Demonstrates course credit based on student attainment of learning outcomes

- [IIA9-01 Sample COR: English 102](#)

Demonstrates expected learning outcomes and rubric

- [IIA9-02 California Code of Regulations, Title 5, Chapter 6: Standards and Criteria for Courses](#)

Demonstrates generally accepted norm or equivalencies in higher education

- [IIA9-03 PCAH: Standards for Credit Hour Calculations \(pgs. 57-61\)](#)

Demonstrates courses are scheduled to the correct number of clock hours

- [IIA9-04 PeopleSoft course scheduling program](#)

Demonstrates LATTC awards degrees based on an accepted number of credits

- [IIA9-05 LACCD Board Rule 6201.10: Graduate Requirements – Unit Requirements](#)

Demonstrates LATTC meets the generally accepted norm for higher education

- [IIA9-06 LATTC College Catalog: Grading and Awarding of Degrees \(pgs. 23-30\)](#)

Analysis and Evaluation

The COR is the official document containing course content, learning objectives, and methods of assessment used for grading and awarding credit ([IIA9-01](#)). In compliance with the California Code of Regulations, Title 5, Chapter 6 ([IIA9-02](#)), the Curriculum Committee requires course-level student learning outcomes and its corresponding assessment rubric for each outline. Credits and grades are awarded based upon demonstrated proficiency of the elements outlined in the COR, which are learning outcomes, objectives, and specified competencies. The number of units of credit given for courses is based upon district and state standards for minimum clock (Carnegie) hours needed per unit of credit. In keeping with an 18-week semester framework, the college awards one-unit credit for 18 hours of in-class lecture hours and one-unit credit for 54 hours of in-class lab hours ([IIA9-03](#)). PeopleSoft automatically calculates hours to ensure the college adheres to these requirements ([IIA9-04](#)).

Degree Requirements are specified in Los Angeles Community College District Board Rules including semester units and compliance with state guidelines for degrees ([IIA9-05](#)). Information related to grading and the awarding of degrees and certificates are available in the Catalog, which is published and also available online ([IIA9-06](#)).

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

Demonstrates transfer-of-credit policies

- [IIA10-01 LATTC College Catalog: Transcripts \(pg. 15\)](#)
- [IIA10-02 Administrative Regulation E-110 Topic: Advanced Placement Credit](#)
- [IIA10-03 LATTC College Catalog: Transfer and AP Credit \(pg. 27\)](#)
- [IIA10-04 Academic Petition](#)

Demonstrates development of articulation agreements as appropriate to mission, including certification of SLOs

- [IIA10-05 Articulation Process](#)

Analysis and Evaluation

Per the policy outlined in the college catalog, students are required to provide transcripts for either high school or regionally accredited higher education courses to be reviewed with a counselor to determine eligibility for transfer of credit ([IIA10-01](#)). In addition, for students who have taken AP Courses, the college follows Administrative Regulation E-110 ([IIA10-02](#)), including the requirement of a minimum score of 3, 4, or 5. The policy and process is also included in the Course Catalog ([IIA10-03](#)).

Once transcripts are received by the Office of Admissions and Records, students can submit a request for Substitution of Credit via an Academic Petition ([IIA10-04](#)). This process is outlined in the catalog as well as reviewed when the student meets with a Counselor. If the petition is approved by the Counselor and Department Chair, The Office of Admissions and Records processes the substitution upon receipt of the signed Petition. The Articulation Officer assists students with this process.

LATTC maintains articulation agreements with both the California State University (CSU) system and the University of California (UC) system, as well as private and out-of-state colleges and universities. The University Transfer Center Director oversees the articulation process ([IIA10-05](#)).

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

Demonstrates inclusion of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- [IIA11-01 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)

Demonstrates program-specific learning outcomes

- [IIA11-02 LATTC College Catalog: Advanced Manufacturing: Welding and Fabrication PLOs \(pg. 64\)](#)

Demonstrates SLO of engaging in diverse perspectives

- [IIA11-03 Sample Course Outline of Record: CH DEV 001](#)
- [IIA11-04 LATTC College Catalog: Early Childhood Education PLOs \(pgs. 98-99\)](#)

Analysis and Evaluation

The college catalog includes three check sheets outlining the required courses for three different educational goals: ([IIA11-01](#))

- Local AA
- Transfer to CSU

- Transfer to CSU or UC.

Included in all three check sheets are courses that meet requirements in

- communication (i.e., communication competency)
- analytical thinking (i.e., information competency)
- quantitative reasoning (i.e., quantitative competency)
- natural sciences (i.e., analytic inquiry skills)
- humanities (i.e., ethical reasoning).

The college catalog also identifies program-specific learning outcomes within the description of each program ([IIA11-02](#)).

The ability to engage in diverse perspectives is embedded in course-level outcomes ([IIA11-03](#)) as well as program-level outcomes ([IIA11-04](#)).

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

Demonstrates general education requirement

- [IIA12-01 Board Rule 6201.15: Graduation Requirements – General Education Requirement](#)

Demonstrates general education requirement is clearly stated in the college catalog

- [IIA12-02 LATTC College Catalog: Associate Degree Requirements \(pg. 48\)](#)
- [IIA12-03 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)

Demonstrates learning outcomes include 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

- [IIA12-03 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)

Demonstrates use of GE checklists

- [IIA12-03 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)

Demonstrates determination of appropriateness of inclusion of course in GE curriculum

- [IIA12-04 Course Outline of Record: Math 227](#)

Analysis and Evaluation

LATTC adheres to the General Education (GE) requirement that is outlined in Board Rule

6201.15 ([IIA12-01](#)), following the rule's philosophy that "General Education is designed to introduce students to the variety of means through which people comprehend the modern world." The Board Rule also includes an LACCD General Education Plan, a CSU GE-Breadth Plan, and an Intersegmental General Education Transfer Curriculum (IGETC) Plan. The GE requirement ([IIA12-02](#)) and the contents of these plans are outlined in check lists ([IIA12-03](#)) with all information included in the LATTC catalog. These checklists are also provided to students by counselors, the Articulation Officer, and The University Transfer Center.

When developing a new course, faculty can indicate if it should be included in the GE curriculum ([IIA12-04](#)). As part of the course approval process, the Curriculum Committee reviews the appropriateness of the request. Possible GE areas, as outlined in the three plans, include Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education, Critical Thinking, English Language Communication, Quantitative Reasoning, Arts, and Lifelong Learning and Self-Development ([IIA12-03](#)).

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

Demonstrates details regarding programs including coursework and specializations possible

- [IIA13-01 LATTC College Catalog: Digital Media \(pgs. 154-156\)](#)

Demonstrates focus of specialized courses

- [IIA13-02 Sample COR for a specialized course: WLEDGE 020](#)

Demonstrates courses are at the appropriate level

- [IIA13-03 Los Angeles Regional Consortium Program Recommendation Process](#)
- [IIA13-04 Health Foundation Career Program Submission](#)

Demonstrates courses focus on core learning for a discipline

- [IIA13-05 Sample COR: ARC 201](#)
- [IIA13-06 Sample COR: ARC 202](#)
- [IIA13-07 Sample COR: ARC 271](#)

Analysis and Evaluation

All programs include focused study in an area of inquiry as evidenced by program information sheets that list the courses included in each program of study ([IIA13-01](#)). Each program consists of one or more specialized courses providing students with the necessary competencies for the discipline ([IIA13-02](#)). As part of the development and review of courses and programs, the Curriculum Committee discusses all changes to ensure that courses include discipline mastery at the appropriate degree level ([IIA13-03](#), [IIA13-04](#)). In many disciplines, content is delivered through a series of courses to ensure key theories and practices within a field of study are mastered fully ([IIA13-05](#), [IIA13-06](#), [IIA13-07](#)).

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

Demonstrates department effectively prepares students to enter job market using employment data

- [IIA14-01 CTE Program Review: Electrical Construction and Maintenance, Energy Systems and Technologies Fundamentals, Solar PV Installation and Maintenance Programs](#)

Demonstrates programs are including competencies necessary for success in the field

- [IIA14-02 Culinary Arts Advisory Group Meeting Minutes](#)

Demonstrates students are mastering necessary competencies

- [IIA14-03 Sample Course Outline of Record: ARC 202](#)

Demonstrates departments are successfully meeting industry standards

- [IIA14-04 LATTC website: External accreditation bodies](#)

Demonstrates students are successfully meeting industry standards of knowledge

- [IIA14-05 Licensure Exams: Cosmetology](#)

Demonstrates students are successfully meeting industry standards of knowledge

- [IIA14-06 Board of Barbering and Cosmetology Exam Pass Rates \(pgs. 2, 5, 8\)](#)

Analysis and Evaluation

LATTC 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 ([IIA14-01](#)). CTE programs have advisory committees comprising industry representatives ([IIA14-02](#)). These professionals give relevant recommendations to keep programs current with evolving professional standards, expected competencies, new trends, and offer advice on equipment and software purchases. Core competencies are also noted in the learning outcomes as demonstrated by the COR ([IIA14-03](#)). The college's Nursing, Cosmetology, and Barbering programs are overseen by regulatory agencies that require periodic review. In addition, the Culinary and Transportation programs have external accreditation standards that need to be met to ensure industry-recognized accreditation/licensure status is maintained ([IIA14-04](#)).

Many programs are required to undergo further external review by their accrediting or regulatory agencies. Standardized exams and board licensure pass rates demonstrate students' preparedness for professional practice ([IIA14-05](#), [IIA14-06](#)).

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

Demonstrates appropriate arrangements for students if a program is eliminated or requires significant change

- [IIA15-01 Board Rule 6803: Educational Courses and Programs – Viability Review](#)
- [IIA15-02 LATTC Program Discontinuance Procedure](#)

Analysis and Evaluation

Board Rules 6803 ([IIA15-01](#)) outlines the requirements for a viability review. Should the recommendation for program discontinuance be made, the review must consider the following:

- The effects on students and student success if the program is discontinued;
- Provisions that can and should be made for students in progress to complete their training;
- The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;
- How the program's discontinuance would impact the educational and budget-planning process used at the institution;
- How the program's discontinuance affects the region;
- The effects of the program's discontinuance on transfer to four-year colleges and universities;
- The effects of the program's discontinuance on local business and industries;
- The effects of the program's discontinuance on faculty and staff.

Recommendations 1 and 2 are particularly salient to this standard as the impact on students and arrangements for students currently in the program are required in the viability review.

Since the last accreditation visit, LATTC has not gone through a program viability review. Therefore, we cannot provide direct evidence of how LATTC has handled this process. However, LATTC does have a documented procedure ([IIA15-02](#)).

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

Demonstrates regular evaluation and improvement of instructional programs

- [IIA16-01 Board Rules 6801: Educational Courses and Programs – Program Review and Board](#)
- [IIA16-02 Board Rules 6802: Educational Courses and Programs – Vocational Program Biennial Review](#)
- [IIA16-03 PRAC Bylaws](#)
- [IIA16-04 2021-2025 LATTC Program Review Handbook](#)

Demonstrates regular evaluation and improvement of career-technical programs

- [IIA16-05 Carl D. Perkins Vocational and Technical Education Act Improvement Plan: Machine Shop CNC Program Review](#)
- [IIA16-06 Welding Advisory Committee agenda](#)
- [IIA16-07 Welding Advisory Committee presentations](#)
- [IIA16-08 Welding Advisory Committee minutes](#)

Analysis and Evaluation

Per LACCD Board Rules 6801 and 6802 ([IIA16-01](#), [IIA16-02](#)), LATTC regularly evaluates and improves all instructional programs and courses via Program Review.

The college has the Program Review-Assessment Committee (PRAC) which is a standing Academic Senate committee that meets monthly to establish, review, and update program review and assessment policies and processes ([IIA16-03](#)). The college has adopted The Program Review Handbook 2021-2025 ([IIA16-04](#)) that defines and communicates the process for reviewing all areas of LA Trade Tech. Program Review includes writing a self-study and developing an improvement plan based on SLO and achievement data which drive the systematic improvement of programs and courses.

CTE programs funded via the Carl D. Perkins Vocational and Technical Education Act (VTEA) address career education components as part of their program review every two years including labor market demand and efficacy measured by employment of students ([IIA16-05](#)). Additionally, CTE programs conduct Advisory Committee Meetings to ensure the program is meeting the needs of employers, share additions and improvements with employers, and gather insight into how the faculty can improve the academic experience of students ([IIA16-06](#), [IIA16-07](#), [IIA16-08](#)).

Conclusions on Standard II.A: Instructional Programs

LATTC instructional programs are designed to support the college mission and include learning outcomes at program and course levels. Faculty assess student achievement of learning outcomes, examining aggregated and disaggregated data and using assessment results as a basis for continuous improvement. Programs and courses are evaluated regularly to ensure quality, currency, rigor, and inclusive and equity-based approaches to instruction. Programs lead to the achievement of student learning outcomes, degrees and certificates, gainful employment, and transfer.

Evidence List

[IIA1-01 LATTC website: Mission Statement](#)

[IIA1-02 LATTC College Catalog: Programs \(pgs. 59; 47-49\)](#)

[IIA1-03 Curriculum Committee agenda: 10-22-19](#)

[IIA1-04 Curriculum Committee minutes: Archiving English and Math Courses: 08-20-19](#)

[IIA1-05 Biology PLOs](#)
[IIA1-06 LATTC Scorecard: 2017-2018](#)
[IIA2-01 Curriculum Committee meeting minutes: 10-27-20](#)
[IIA2-02 Distance Learning Committee meeting minutes: 10-14-20](#)
[IIA2-03 2021-2025 LATTC Program Review Handbook](#)
[IIA2-04 Sample Program Review: Electronics Communications, Barbering, Real Estate, Digital Media, and Chemistry](#)
[IIA3-01 LATTC College Catalog: Accounting Clerk PLOs \(pg. 94\)](#)
[IIA3-02 Sample Course Outline of Record: Math 137S](#)
[IIA3-03 2021-2025 LATTC Program Review Handbook \(pgs. 4-5\)](#)
[IIA3-04 LATTC SharePoint: Institutional Effectiveness: Assessment Plans](#)
[IIA3-05 AP 4020: Curriculum Development](#)
[IIA3-06 Comprehensive Syllabus Checklist](#)
[IIA4-01 LATTC College Catalog: Non-Credit Courses \(pgs. 353-360\)](#)
[IIA4-02 LATTC College Catalog: ENGLISH 072 and MATH "S" course descriptions \(pgs. 272 and 309-311\)](#)
[IIA4-03 LATTC College Catalog: Basic Skills course descriptions \(pgs. 353-356\)](#)
[IIA4-04 LATTC website: Tutor request form](#)
[IIA4-05 LATTC College Catalog: Academic Connections \(pg. 5\)](#)
[IIA4-06 LATTC website: Academic Connections](#)
[IIA5-01 Administrative Regulations E-64: Procedures for Development and Approval of Educational Programs and Options](#)
[IIA5-02 Administrative Regulations E-65: Course Development and Approval: Standards and Procedures](#)
[IIA5-03 the Program and Course Approval Handbook](#)
[IIA5-04 California Code of Regulations, Title 5, Section 55063: Minimum Requirements for the Associate Degree](#)
[IIA5-05 LACCD Board Rule 6201.10: Graduate Requirements – Unit Requirements](#)
[IIA5-06 LATTC College Catalog: Associate Degree Requirements \(pg. 48\)](#)
[IIA6-01 LATTC College Catalog: Sample sequencing Automotive and Related Technology \(pg. 65\)](#)
[IIA6-02 Scheduling Time Patterns for Classes](#)
[IIA6-03 Cosmetology Programs](#)
[IIA7-01 Communication Studies fall 2022 schedule](#)
[IIA7-02 Sample Canvas course shell](#)
[IIA7-03 Sample Canvas course shell: Learning support services](#)
[IIA7-04 LATTC website: Academic Connections information](#)
[IIA8-01 NCSBN Website: Reliability of NCLEX Exam](#)
[IIA8-02 Paper on Reliability of NCLEX Exam](#)
[IIA8-03 NCLEX Test Plan](#)
[IIA9-01 Sample COR: English 102](#)
[IIA9-02 California Code of Regulations, Title 5, Chapter 6: Standards and Criteria for Courses](#)
[IIA9-03 PCAH: Standards for Credit Hour Calculations \(pgs. 57-61\)](#)
[IIA9-04 PeopleSoft course scheduling program](#)
[IIA9-05 LACCD Board Rule 6201.10: Graduate Requirements – Unit Requirements](#)
[IIA9-06 LATTC College Catalog: Grading and Awarding of Degrees \(pgs. 23-30\)](#)

[IIA10-01 LATTC College Catalog: Transcripts \(pg. 15\)](#)
[IIA10-02 Administrative Regulation E-110 Topic: Advanced Placement Credit](#)
[IIA10-03 LATTC College Catalog: Transfer and AP Credit \(pg. 27\)](#)
[IIA10-04 Academic Petition](#)
[IIA10-05 Articulation Process](#)
[IIA11-01 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)
[IIA11-02 LATTC College Catalog: Advanced Manufacturing: Welding and Fabrication PLOs \(pg. 64\)](#)
[IIA11-03 Sample Course Outline of Record: CH DEV 001](#)
[IIA11-04 LATTC College Catalog: Early Childhood Education PLOs \(pgs. 98-99\)](#)
[IIA12-01 Board Rule 6201.15: Graduation Requirements – General Education Requirement](#)
[IIA12-02 LATTC College Catalog: Associate Degree Requirements \(pg. 48\)](#)
[IIA12-03 LATTC College Catalog: General Education Requirements \(pgs. 51-56\)](#)
[IIA12-04 Course Outline of Record: Math 227](#)
[IIA13-01 LATTC College Catalog: Digital Media \(pgs. 154-156\)](#)
[IIA13-02 Sample COR for a specialized course: WLEDGE 020](#)
[IIA13-03 Los Angeles Regional Consortium Program Recommendation Process](#)
[IIA13-04 Health Foundation Career Program Submission](#)
[IIA13-05 Sample COR: ARC 201](#)
[IIA13-06 Sample COR: ARC 202](#)
[IIA13-07 Sample COR: ARC 271](#)
[IIA14-01 CTE Program Review: Electrical Construction and Maintenance, Energy Systems and Technologies Fundamentals, Solar PV Installation and Maintenance Programs](#)
[IIA14-02 Culinary Arts Advisory Group Meeting Minutes](#)
[IIA14-03 Sample Course Outline of Record: ARC 202](#)
[IIA14-04 LATTC website: External accreditation bodies](#)
[IIA14-05 Licensure Exams: Cosmetology](#)
[IIA14-06 Board of Barbering and Cosmetology Exam Pass Rates \(pgs. 2, 5, 8\)](#)
[IIA15-01 Board Rule 6803: Educational Courses and Programs – Viability Review](#)
[IIA15-02 LATTC Program Discontinuance Procedure](#)
[IIA16-01 Board Rules 6801: Educational Courses and Programs – Program Review and Board](#)
[IIA16-02 Board Rules 6802: Educational Courses and Programs – Vocational Program Biennial Review](#)
[IIA16-03 PRAC Bylaws](#)
[IIA16-04 2021-2025 LATTC Program Review Handbook](#)
[IIA16-05 Carl D. Perkins Vocational and Technical Education Act Improvement Plan: Machine Shop CNC Program Review](#)
[IIA16-06 Welding Advisory Committee agenda](#)
[IIA16-07 Welding Advisory Committee presentations](#)
[IIA16-08 Welding Advisory Committee minutes](#)

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

Demonstrates institution supports student learning and achievement via library and learning support services

- [IIB1-01 LATTC College Catalog: Student Services \(pgs. 5-12\)](#)

Demonstrates sufficiency in quantity, currency, depth, and variety in library collections

- [IIB1-02 Library Usage and Collections](#)
- [IIB1-03 Print Periodicals List](#)
- [IIB1-04 Library Databases A to Z](#)

Learning support services include computer laboratories

- [IIB1-05 LATTC College Catalog: Open Computer Labs \(pg. 11\)](#)

Learning support services include tutoring, learning technology

- [IIB1-06 Academic Connections Website: Tutoring](#)

Learning support services include ongoing instruction for users of library

- [IIB1-07 Course Outline of Record for Library Science 100](#)
- [IIB1-08 Library workshop information](#)
- [IIB1-09 Library orientation information](#)
- [IIB1-10 Library Live Chat](#)

Analysis and Evaluation

LATTC provides a summary of the services provided by the library and Academic Connections in the college catalog ([IIB1-01](#)). The library offers services sufficient in quantity, currency, depth, and variety through our collections, periodicals, and databases ([IIB1-02](#), [IIB1-03](#), [IIB1-04](#)). Additional services are provided through computer labs ([IIB1-05](#)) and Academic Connections including computer applications and office technology, GED preparation, basic English and basic math skills, noncredit ESL, ESL civics, computer literacy, and general tutoring. ([IIB1-06](#)). The library provides courses, workshops, orientations, one-on-one consultations, and live chat ([IIB1-07](#), [IIB1-08](#), [IIB1-09](#), [IIB1-10](#)).

- 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

Demonstrates planning of library and learning support services

- [IIB2-01 Email with English faculty](#)
- [IIB2-02 Email with Fashion Merchandising faculty](#)
- [IIB2-03 Email with ESL faculty](#)

Demonstrates selection and maintenance of educational materials

- [IIB2-04 Library Collection Development Policy](#)

Analysis and Evaluation

Librarians select books, journals, and other library materials through discipline faculty requests, reviews from professional journals, an understanding of college curricula, course assignments, information received from working with students, and class reading lists ([IIB2-01](#), [IIB2-02](#), [IIB2-03](#)).

The Library Collection Development Policy states materials that directly meet student curricular needs in the courses and/or programs of instruction offered are top priority in collection development, followed by materials that support student research. Other considerations are materials that add depth and breadth to the collection, support faculty preparation of class instruction, and that support faculty professional development ([IIB2-04](#)).

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

Demonstrates evaluation of library

- [IIB3-01 Program review for library](#)

Demonstrates evaluation of other learning support services

- [IIB3-02 Program review of Academic Connections](#)

Demonstrates usage of results to improve

- [IIB3-03 Librarian Consultations Report](#)

Analysis and Evaluation

The library and Academic Connections conduct annual program reviews ([IIB3-01](#), [IIB3-02](#)).

The library used these results to improve the services provided. For example, librarians had follow-up consultations resulting directly from orientations where the librarians assessed the student's understanding by the work they provided or the explanations of how they attempted to locate material for their assignments ([IIB3-03](#)).

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 arrangements. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Demonstrates formal agreement for learning support services

- [IIB4-01 AB288 MOU with Dymally High School](#)

Demonstrates formal agreement for library services

- [IIB4-02 LACCD Library Services Platform Agreement](#)

Demonstrates evaluation of usefulness and effectiveness of learning support services.

- [IIB4-03 Email from Academic Connections to Dual Enrollment Partner](#)
- [IIB4-04 Email from Academic Connections to Faculty](#)

Analysis and Evaluation

Academic Connections has established formal agreements with K-12 institutions to expand access to concurrent and dual enrollment educational opportunities from LATTC ([IIB4-01](#)). LATTC provides K-12 partnering institutions with support services which include: scheduled orientations and/or virtual events to raise awareness to community stakeholders of the benefits of pursuing higher education, programs of study, and affordable financing options; scheduled workshops to assist with the application and enrollment process; and coordination between LATTC faculty and K-12 support staff to obtain timely feedback regarding student performance in an effort to identify any academic and/or non-academic challenges and coordinate appropriate interventions.

The library has an agreement with California State University, Los Angeles to provide limited borrowing privileges to students. A student may be referred by an LATTC librarian to CSULA and to borrow books from them. ([IIB4-02](#)).

To assess the effectiveness of the services, the library and Academic Connections regularly request feedback that is used to improve services provided ([IIB4-03](#), [IIB4-04](#)).

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

LATTC library and learning support services provide on-ground and online support so students may attain learning outcomes and achieve success. The college regularly collects feedback on these services to ensure that they adequately and effectively meet student needs.

Evidence List

[IIB1-01 LATTC College Catalog: Student Services \(pgs. 5-12\)](#)
[IIB1-02 Library Usage and Collections](#)
[IIB1-03 Print Periodicals List](#)
[IIB1-04 Library Databases A to Z](#)
[IIB1-05 LATTC College Catalog: Open Computer Labs \(pg. 11\)](#)
[IIB1-06 Academic Connections Website: Tutoring](#)
[IIB1-07 Course Outline of Record for Library Science 100](#)
[IIB1-08 Library workshop information](#)
[IIB1-09 Library orientation information](#)
[IIB1-10 Library Live Chat](#)
[IIB2-01 Email with English faculty](#)
[IIB2-02 Email with Fashion Merchandising faculty](#)
[IIB2-03 Email with ESL faculty](#)
[IIB2-04 Library Collection Development Policy](#)
[IIB3-01 Program review for library](#)
[IIB3-02 Program review of Academic Connections](#)
[IIB3-03 Librarian Consultations Report](#)
[IIB4-01 AB288 MOU with Dymally High School](#)
[IIB4-02 LACCD Library Services Platform Agreement](#)
[IIB4-03 Email from Academic Connections to Dual Enrollment Partner](#)
[IIB4-04 Email from Academic Connections to Faculty](#)

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) CW IIB1, IIB4**

Evidence of Meeting the Standard

Demonstrates mission of the institution

- [IIC1-01 LATTC Website: Mission Statement](#)

Demonstrates that services support student learning

- [IIC1-03 Student services programs SLO's](#)

Demonstrates regular evaluation of the quality of student support services and demonstrates that these services support student learning, and enhance accomplishment of the mission of the institution

- [IIC1-04 Sample Program Review: Outreach](#)

Demonstrates regular evaluation the quality of student support services

- [IIC1-02 Program Review Handbook](#)
- [IIC1-05 Sample Student Satisfaction Survey: Tutoring](#)
- [IIC1-06 Financial Aid Program Student Satisfaction Survey Assessment](#)
- [IIC1-07 Community College Survey of Student Engagement \(CCSSE\)](#)

- [IIC1-08 Campus Climate Survey](#)

Demonstrates that services, regardless of location or means of delivery support student learning, and enhance accomplishment of the mission of the institution

- [IIC1-09 LATTC website: Online Student Guide](#)
- [IIC1-10 LATTC website: Online Student Support Help Resource contacts](#)

Analysis and Evaluation

LATTC provides comprehensive student services with the goal of realizing the college's mission of advancing communities through pathways to academic, career, and transfer success that empower students to achieve career technical certificates, associate degrees, transfer, and employment ([IIC1-01](#)). The college regularly evaluates the quality of its support services through the annual Program Review process and produces data-driven recommendations to increase the effectiveness of student service programs regardless of location or means of delivery ([IIC1-02](#)).

These programs and services include Admissions and Records, Athletics, Bridges to Success Center, Child Development Center, Counseling Services, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster and Kinship Care Education Program, GAIN/CalWORKs, Guardian Scholars, International Student Services, Outreach, Puente, Student Health Services, Office of Student Life (also known as Student Activities/ASO Office), The Dream Resource Center, Umoja, University Transfer, Veterans Student Center, and the Work-Source Center.

All student services and programs have defined their outcomes and have assessed at least one SLO or SAO ([IIC1-03](#)). Assessment data are included in the annual reports submitted to the state for Puente, University Transfer Center, state funded categorical programs such as EOPS/CARE, DSPS, Student Equity and Achievement (SEA), and CalWORKs ([IIC1-04](#)). Student services utilizes student satisfaction surveys as the primary means of assessing the quality and identifying areas of improvement of programs, services, and activities. ([IIC1-05](#), [IIC1-06](#), [IIC1-07](#), [IIC1-08](#)).

The college offers resources for online students that are comparable to services provided on campus. Students enrolled in distance education (DE) classes can apply, register for classes, pay fees, and view grades online ([IIC1-09](#)).

LATTC also offers students training and help with access and maneuvering operating online courses ([IIC1-10](#)). Students have access to the Digital Literacy Canvas training which helps new online learners become familiar with an online learning environment and effective learning strategies. There is also an online help page for students experiencing technology issues. Additionally, there are a series of "how-to" videos to help support students. Students are provided links and directions on the college website. At the onset of the pandemic, the district provided continuous and ongoing training for those transitioning from in-person to remote services. As a result of the pandemic, LATTC provided Chromebooks to students which met the need of those who didn't have access to computers.

- 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

Demonstrates institution uses assessment data to continuously improve student support programs and services

- [IIC2-01 Sample Program Review: Outreach](#)
- [IIC2-02 Student services programs SLOs](#)
- [IIC2-03 Counseling course SLOs](#)
- [IIC2-04 CCCCCO MIS Report: Categorical Program](#)
- [IIC2-05 CCCCCO MIS Report: Special Populations](#)
- [IIC2-06 CCCCCO MIS Report: Financial Aid Program](#)
- [IIC2-07 LACCD Educational Program's & Institutional Effectiveness Division Reports](#)
- [IIC2-08 LATTC SharePoint: Institutional Effectiveness](#)

Demonstrates institution identifies and assesses learning support outcomes for its student population

- [IIC2-02 Student services programs SLOs](#)

Analysis and Evaluation

The Student Services division regularly conducts program review ([IIC2-01](#)) that includes Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) assessments ([IIC2-02](#), [IIC2-03](#)). Categorical programs (e.g., CalWORKs, EOPS) submit reports to the State Chancellor's Office Management Information System (MIS) each semester. This data can then be accessed through the State Chancellor's Office Data Mart ([IIC2-04](#), [IIC2-05](#), [IIC2-06](#)).

The district's Educational Program's & Institutional Effectiveness Division provides reports that allow the college to monitor metrics and adjust the delivery of services ([IIC2-07](#)). In addition to district level data, the college is able to access campus level data from the Office of Institutional Effectiveness, which allows for further analysis at the program and/or student level ([IIC2-08](#)).

- 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

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

- [IIC3-01 LACCD Board Policy 1200: District Mission](#)
- [IIC3-02 Student Services Modality](#)
- [IIC3-03 LATTC Website: Student Services](#)
- [IIC3-04 LATTC College Catalog: Student Services \(pgs. 5-13\)](#)

- [IIC3-05 Student Information System](#)

Demonstrates regular evaluation the quality of student support services

- [IIC3-06 2020 Student Services Student Satisfaction Surveys](#)

Analysis and Evaluation

In accordance with Los Angeles Community College Board Policy 1200 ([IIC3-01](#)) and the Core Values of Access of Access & Opportunity, Los Angeles Trade Technical College is committed to maximizing educational opportunity and access to everyone who has the desire to learn. The college welcomes all students, including those from communities that have traditionally been underserved by higher education or who require special accommodations or support.

The college provides 91.3% of student services online ([IIC3-02](#)). The college provides information about courses, academic programs, and services through the college website and catalog ([IIC3-03](#), [IIC3-04](#)), including access to immediate support via Live Admissions and Counseling Chats. The Student Information System allows students to access their individual records and to complete many onboarding functions online ([IIC3-05](#)).

Student Services regularly collects data on student satisfaction to analyze and adjust services as needed ([IIC3-06](#)).

- 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

Demonstrates contribution to the social and cultural dimensions of the educational experience of its students

- [IIC4-01 Associated Student Organization Webpage](#)
- [IIC4-02 Associated Student Organization Constitution Preamble](#)

Demonstrates sound educational policy and standards of integrity

- [IIC4-03 Associated Student Organization Bylaws](#)
- [IIC4-05 Associated Student Organization Club Charter](#)
- [IIC4-06 Associated Student Organization Leadership Training members policies, procedures and processes](#)
- [IIC4-08 Associated Student Organization Election of Officers process](#)
- [IIC4-09 CCCAA Articles and Bylaws](#)
- [IIC4-10 Administrative Regulation E-11: Participation in Intercollegiate Sports](#)
- [IIC4-12 Board Policies 5700: Intercollegiate Athletics](#)
- [IIC4-13 Administrative Procedures 5700: Intercollegiate Athletics](#)

Co-curricular programs and athletics programs are suited to the institution's mission

- [IIC4-04 LATTC website: Mission Statement](#)

- [IIC4-11 ASO/Office of Student Life Program Review](#)

Demonstrates responsibility for the control of programs, including finance

- [IIC4-07 Administrative Regulation S-2: ASO Funds](#)

Analysis and Evaluation

Los Angeles Trade Technical College (LATTC) supports and encourages students to participate in a variety of co-curricular activities and athletics that contribute to the social and cultural dimensions of their educational experience.

The Office of Student Life, commonly referred to as the Associated Student Organization (ASO) office, is dedicated to developing student activities and co-curricular programming, including supporting the ASO and the Inter-Club Council (ICC) ([IIC4-01](#)). The preamble to the student government constitution, which contains the organization's rules, regulations, and by-laws, states its purpose being "to serve to benefit the student body of Los Angeles Trade Tech College through our support of academic achievement, public activism, and social service; we strive to build a campus that is focused on the needs and welfare of students. We shall stand alongside our fellow students and campus community in order to stimulate the academic, physical, social and moral lives of students in the college. We provide students the opportunity for leadership and civic participation on campus, and the region, and at the state and national levels to support and advocate for resources that increase academic achievement, student success, and campus community engagement ([IIC4-02](#), [IIC4-03](#)). The ASO and the ICC provide programming on campus that contributes to the social and cultural education experience for students.

The ASO strives to meet the diverse needs of LATTC's student population. Student clubs and organizations also follow sound educational policy and standards of integrity. They align with the college mission by advancing communities through pathways to academic, career, and transfer success that empower students to achieve career technical certificates, associate degrees, transfer, and employment ([IIC4-04](#)). Student clubs must follow the established club charter protocol, which includes several standards to maintain integrity, for example, number of student members, faculty advisor, and a constitution ([IIC4-03](#)). The Charter Form notes that student clubs and organizations must register every fall and spring semester to be officially recognized by the college, thus ensuring student clubs and organizations are following established policies and remain viable ([IIC4-05](#)).

LATTC's ASO follows the policies, procedures and processes prescribed for its operations ([IIC4-03](#)). Student leaders participate in leadership training at the campus and with the district ([IIC4-06](#)).

Prior to the pandemic, the ASO maintained more than 20 chartered clubs which covered interests ranging from academic disciplines, student services areas, social interests, ethnic and/or racial groups, and other varying interests. However, since the onset of the pandemic, ASO has not re-chartered any clubs. With the return of students taking in-person classes and accessing in-person services, ASO is in the process of conducting more student in-reach and outreach recruitment activities.

ASO programs are supported by a student membership fee. All credit students must pay this fee to use ASO services. Any enrolled student is eligible to become a paid member of the ASO. All clubs have trust accounts which just like the student membership fees are controlled by the college. The ASO follows district regulations regarding the use of these funds ([IIC4-07](#)). The ASO establishes a budget by July 1st of each year based on the income received through the payment of the membership fee.

The college athletics program is financially supported by funding from the college's general fund, and. The general fund allocation for athletics includes budget for transportation, equipment, meals, and officiating fees.

The Office of Student Life in concert with ASO, is responsible for administering the annual ASO student elections and Los Angeles Community College District (LACCD) Student Trustee Election ([IIC4-08](#)).

LATTC offers men's and women's basketball. Student athletes on these teams must follow specific rules and regulations as set forth by the California Community College Athletic Association (CCCCAA) and the National Collegiate Athletic Association (NCAA). The integrity of the college's athletic programs is governed through the CCCCCAA constitution, articles, and bylaws. Items covered are eligibility, seasons of sport, recruitment, playing rules, conference membership, awards, post-conference competition, medical policies, and rules of decorum policy, which is the code of behavior for all participants in sponsored athletic events. The CCCCCAA requires all staff who are directly involved with athletics, including the trainer, coaches, counselor, dean, and athletic director earn a minimum of 80% on an annual exam regarding compliance with CCCCCAA articles and bylaws ([IIC4-09](#)).

Board policies and administrative procedures establish sound educational policies and standards of integrity by which co-curricular and athletics programs are conducted ([IIC4-10](#), [IIC4-12](#), [IIC4-13](#)).

The Office of Student Life and athletics program are reviewed through the Program Review process in the same manner as all other academic, administrative and student services and programs to meet college standards ([IIC4-11](#)). Programs Reviews conducted by Student Life and Athletics regularly evaluate the quality and effectiveness of these programs. As described throughout Standard IIC8, student services program reviews provide student learning outcomes (SLOs) and services area outcomes (SAO's) assessments that map to the college's institutional goals and objectives showing alignment with the mission of the college.

- 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

Demonstrates counseling programs and services available

- [IIC5-01 LATTC website: Counseling services and support](#)
- [IIC5-02 LATTC website: Video chat](#)
- [IIC5-03 LATTC website: Homepage](#)

Demonstrates preparation of faculty and other personnel responsible for the advising function.

- [IIC5-04 Professional Development Training Video: Admissions and Records](#)
- [IIC5-05 Counseling Department minutes: 10-14-20](#)

Demonstrates timely, useful, and accurate information

- [IIC5-06 LATTC College Catalog: Academic requirements \(pgs. 48, 51-56\)](#)
- [IIC5-07 LATTC College Catalog: Graduation policy \(pgs. 47, 50\)](#)
- [IIC5-08 LATTC College Catalog: Transfer policy \(pgs. 47, 53-56\)](#)
- [IIC5-09 LATTC College Catalog: Counseling course descriptions \(pgs. 244-245\)](#)

Analysis and Evaluation

LATTC provides quality academic counseling services that support student development and achievement. As of the 2020-21 academic year, there are 24 full time counselors and 43 part-time counselors. In addition to General and Welcome Center Counseling (formerly Bridges to Success), the college provides counseling services in Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, NextUP formally known as Cooperating Agencies Foster Youth Educational Support (CAFYES), Disabled Students Programs and Services (DSPS), PUENTE, Umoja, and Academic Connections (Non-Credit). Counseling services are available in the Veterans Resource Center (VRC), Dreamer Resource Center (DRC), International Center, Career Center, and Transfer Center ([IIC5-01](#)).

To ensure that the college serves its students, the Counseling Department provides counseling services in a variety of programs and through multiple modalities including online video chat, telephone, e-mail, and in-person services ([IIC5-02](#)). During peak registration periods, counseling services are increased so that all counselors are available to provide drop-in counseling services. For example, this occurs prior to the beginning of the semester when students need counseling assistance with financial aid appeals and petitions. Students can access advising information from several sources. The college homepage offers links to academic programs and student services including the college Catalog and Schedule of Classes and pathway information ([IIC5-03](#)).

Counselors meet once a month to keep up to date on academic requirements for graduation and transfer, college and district policies, procedures, and initiatives, as well as to share best practices within counseling and guidance instruction, via videos and department meetings ([IIC5-04](#), [IIC5-05](#)). Training is provided for all counselors and is currently housed in a Department Canvas Shell. In addition, counselors regularly attend conferences including the CSU/UC Counselor Conference, UC Ensuring Transfer Success Conference, Umoja Conference, Puente Summit, A2Mend, Online Teaching and Learning Conference, Online Counseling Course, and the Academic Senate Plenary.

Utilizing the LATTC website, LATTC College Catalog, and professional expertise, counselors provide students guidance in a wide gamut of areas, including educational planning; evaluation

of transcripts; review of transferability of courses, degrees, and certificates; major preparation; prerequisite checks; academic progress; transfer planning; scholarship advising; and Pathways to Academic, Career, and Transfer Success (PACTS) Plan sessions for students in pathways ([IIC5-06](#), [IIC5-07](#), [IIC5-08](#)). Additionally, counselors support student development through counseling instruction courses. These courses include:

- COUNSELING 1 Introduction to College
- COUNSELING 2 Interpersonal Relationships
- COUNSELING 4 Career Planning
- COUNSELING 5 College Survival
- COUNSELING 20 Post-Secondary Education: The Scope of Career Planning
- COUNSELING 20E PSE: College Success
- COUNSELING 22 The Transfer Process ([IIC5-09](#))

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:

Demonstrates mission of LATTC

- [IIC6-01 LATTC Website: Mission Statement](#)

Demonstrates admission criteria for k-12 students

- [IIC6-02 LACCD Board Rule 8100: Admissions, Guidance and Records](#)

Demonstrates Title 5 regulations regarding admissions policies

- [IIC6-03 Educational Code 76000 - 76004: Admission of Students](#)

Demonstrates published LATTC admissions policies

- [IIC6-04 LATTC website: Online Student Guide](#)
- [IIC6-05 LATTC College Catalog: Admissions \(pg. 15-17\)](#)

Demonstrates assistance provided to students in admission process

- [IIC6-06 LATTC website: Bridges to Success](#)

Demonstrates Student Success Act requirement for priority admission for various student groups

- [IIC6-07 Senate Bill 1456: Student Success Act](#)

Demonstrates clear pathways to complete degrees, certificate and transfer goals

- [IIC6-08 LATTC College Catalog: Programs \(pgs. 59-60\)](#)
- [IIC6-09 LATTC Website: Programs](#)
- [IIC6-10 Sample Program Fact Sheet: Accounting](#)
- [IIC6-11 LATTC website: University Transfer Center](#)

Demonstrates qualifications of students appropriate for the program

- [IIC6-12 LATTC website: International Students Program \(ISP\)](#)

Analysis and Evaluation

The college's open admissions policy is consistent with its mission to advance communities through pathways to academic, career, and transfer success that empower students to achieve

career technical certificates, associate degrees, transfer, and employment ([IIC6-01](#)).

The Los Angeles Community College District Board Rule 8100 establishes admissions criteria for all district colleges ([IIC6-02](#)). This open admissions policy supports the mission of the college and is consistent with Title 5 and the statewide mission for California Community Colleges ([IIC6-03](#)). The Board Rule also provides for the admission of students in elementary or secondary grades as special full-time or part-time students as long as specific criteria are followed. Admissions and records ([IIC6-04](#)) and the college catalog ([IIC6-05](#)) and provide information on the admissions process. Students can receive hands-on help with the admissions process in the Bridges to Success Center ([IIC6-06](#)).

Senate Bill 1456, The Student Success Act, requires students to complete orientation, assessment, and counseling for priority registration ([IIC6-07](#)). Statutory criteria also exist for priority registration for students in the following: Extended Opportunity Programs and Services, Disabled Students Programs and Services, Veterans, Foster and Kinship Care Education, and CalWORKS.

LATTC has 98 programs which are described in the college catalog ([IIC6-08](#)) and on the college website ([IIC6-09](#)). Program fact sheets are located on the college website and include a program overview, list Program Learning Outcomes (PLOs), and list required courses to earn the certificate and/or Associate of Arts and Science degrees ([IIC6-10](#)). Additionally, the Transfer Center on campus advises students on requirements for admissions to four-year schools and regularly has four-year admissions representatives on campus to meet with students ([IIC6-11](#)). International students are assisted with following clear guidelines for obtaining student visas and meeting all requirements for maintaining their F-1 visa ([IIC6-12](#)).

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

Evidence of Meeting the Standard:

Demonstrates reduced barriers to enrollment

- [IIC7-01 Educational Code 78213 \(formerly AB 705\): Student Matriculation](#)

Demonstrates how multiple measures are used at LATTC

- [IIC7-02 Multiple Measures Assessment Project](#)

Demonstrates new admissions criteria in place at LATTC – based on multiple measures

- [IIC7-03 AB-705 High School GPA Placement Ranges](#)

Demonstrates self-guided placement for students who are unable to complete automated placement

- [IIC7-04 AB-705 Guided Self-Placement](#)

Demonstrates LATTC in-person help for students needing placement information

- [IIC7-05 Bridges to Success Website](#)

Demonstrates information regarding ESL placement and courses

- [IIC7-06 English as a Second Language/Credit-Non-Credit Placement Process](#)

Demonstrates continuous improvement through the program review process

- [IIC7-07 Admissions & Records Program Review Portal](#)

Demonstrates processes to evaluate the effectiveness of practices and tools of admissions and

placement

- [IIC7-08 Communication from District](#)

Analysis and Evaluation

In response to California Education Code 78213 (formerly California Assembly Bill AB 705), on January 1, 2018, the LACCD and the college maximized the probability of students entering and completing transfer-level coursework in English and math within one year and reduced barriers to access for students by eliminating placement exams for English, math and ESL. ([IIC7-01](#)). The decision was made to phase out Accuplacer entirely and to rely on multiple measures placement as outlined in the Multiple Measures Assessment Project (MMAP) placement criteria. ([IIC7-02](#)).

Students can utilize automated self-placement code in their Student Portal ([IIC7-03](#)) or guided self-placement ([IIC7-04](#)). Students can go to the Welcome Center in Bridges to Success for counselor assistance with recommendations for English and Math, including options for additional support ([IIC7-05](#)). LATTC also offers placement for credit and non-credit English as a Second Language students ([IIC7-06](#)).

The Admissions and Records Office participates in annual program planning, comprehensive Program Review, and outcomes assessment processes to ensure that program evaluation inform the implementation of new practices and ensures the effectiveness of the application instrument ([IIC7-07](#)). In addition, the district regularly reviews and evaluates the placement language and criteria seeking input from discipline faculty ([IIC7-08](#)).

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:

Demonstrates student records system where all student records are housed

- [IIC8-01 Student Information System](#)

Demonstrates privacy standards LATTC faculty and staff are trained to follow

- [IIC8-02 US Department of Education Family Education Rights and Privacy Act \(FERPA\)](#)
- [IIC8-03 Educational Code 76240: Privacy of Student Records](#)
- [IIC8-06 Administrative Regulation B-28: Network Security Policy](#)

Demonstrates district requirements for protecting student records

- [IIC8-04 Administrative Procedure 3720: Computer and Network Use](#)
- [IIC8-05 Board Rule 3720: Computer and Network Use](#)

Demonstrates policy regarding release of student records

- [IIC8-07 LATTC College Catalog: FERPA \(pgs. 31-32\)](#)
- [IIC8-08 LATTC Website: FERPA](#)

Demonstrates documents with student identification numbers are destroyed

- [IIC8-09 Board Rule 7708: Classification of Records](#)
- [IIC8-10 Board Rule 7709: Destruction of Records](#)
- [IIC8-11 Los Angeles Office of the Chancellor Administrative Regulation E-99 Classification of Admissions and Records Documents](#)

Demonstrates procedures for backing up student records

- [IIC8-12 ViaTRON](#)
- [IIC8-13 Viatron brochure](#)

Analysis and Evaluation

As part of the Los Angeles Community College District (LACCD) Student Information System (SIS), student records are backed up and maintained at the Educational Services Center (ESC) ([IIC8-01](#)). LATTC staff members have access to records using the SIS which is password protected. Admissions and Financial Aid staff who have access to records are continuously trained by LACCD Legal Counsel on policies and procedures to adhere to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) ([IIC8-02](#)) and Title 5 of the California Education Code ([IIC8-03](#)). All Student Services reception and counter areas require students to provide picture identification, such as a driver's license, passport, or student identification, to confirm their identity before confidential information will be shared or updated, to ensure adherence to FERPA regulations.

Employees and students are expected to operate within the bounds of district policies and standards governing computer usage and the control of personally identifiable information ([IIC8-04](#), [IIC8-05](#)). Employees are expected to use computing resources ethically and respect the rights and privacy of others. For security of student records, and to comply, staff members are assigned different security levels to access records ([IIC8-06](#)).

In compliance with legislation for maintaining security of student records, the district uses student ID numbers instead of social security numbers. Information on the release of student records is published in the LATTC Catalog and on the college website ([IIC8-07](#), [IIC8-08](#)).

To comply with the classification of records policy contained in Board Rule 7708 and the destruction of records policy contained in Board Rule 7709, Admissions and Records documents are classified in accordance with E-99 Classification of Admissions and Records documents. All documents containing student identification numbers are shredded if they do not need to be retained or have been maintained past their date of use ([IIC8-09](#), [IIC8-10](#), [IIC8-11](#)).

The Admissions and Records Office maintains student programs and student master files, including cumulative records. All permanent and optional Admissions and Records and Financial Aid records maintained by the college are kept there in a digitized system and are updated daily. Records are saved via a two-step back-up process: Imaged and saved on VIATRON, a local college server, and then backed up and saved to a hard disk at an off-site location on a nightly basis ([IIC8-12](#), [IIC8-13](#)).

The college releases student records, including discipline records in accordance with FERPA and district guidelines. Only student directory information is released without written consent

of the student, except as authorized by law. In addition, students may notify the college, in writing, that directory information should not be released. In such circumstances, even the student directory information is withheld. The Office of Admissions and Records maintains documentation of individuals who or organizations that request or receive student record information ([IIC8-09](#)).

Conclusions on Standard II.C: Student Support Services

Los Angeles Trade Technical College's student services are aligned with its mission. The college regularly evaluates the quality of student services to ensure equitable access to services supporting student learning, regardless of location, or means of delivery with the goal of continuous improvement. The college identifies and assesses its educational quality and outcomes for its student population through methods accepted in higher education and use the results to provide appropriate student services and programs and to improve educational quality and institutional effectiveness.

Evidence List

[IIC1-01 LATTC Website: Mission Statement](#)
[IIC1-02 Program Review Handbook](#)
[IIC1-03 Student services programs SLO's](#)
[IIC1-04 Sample Program Review: Outreach](#)
[IIC1-05 Sample Student Satisfaction Survey: Tutoring](#)
[IIC1-06 Financial Aid Program Student Satisfaction Survey Assessment](#)
[IIC1-07 Community College Survey of Student Engagement \(CCSSE\)](#)
[IIC1-08 Campus Climate Survey](#)
[IIC1-09 LATTC website: Online Student Guide](#)
[IIC1-10 LATTC website: Online Student Support Help Resource contacts](#)
[IIC2-01 Sample Program Review: Outreach](#)
[IIC2-02 Student services programs SLOs](#)
[IIC2-03 Counseling course SLOs](#)
[IIC2-04 CCCCCO MIS Report: Categorical Program](#)
[IIC2-05 CCCCCO MIS Report: Special Populations](#)
[IIC2-06 CCCCCO MIS Report: Financial Aid Program](#)
[IIC2-07 LACCD Educational Program's & Institutional Effectiveness Division Reports](#)
[IIC2-08 LATTC SharePoint: Institutional Effectiveness](#)
[IIC3-01 LACCD Board Policy 1200: District Mission](#)
[IIC3-02 Student Services Modality](#)
[IIC3-03 LATTC Website: Student Services](#)
[IIC3-04 LATTC College Catalog: Student Services \(pgs. 5-13\)](#)
[IIC3-05 Student Information System](#)
[IIC3-06 2020 Student Services Student Satisfaction Surveys](#)
[IIC4-01 Associated Student Organization Webpage](#)
[IIC4-02 Associated Student Organization Constitution Preamble](#)
[IIC4-03 Associated Student Organization Bylaws](#)

[IIC4-05 Associated Student Organization Club Charter](#)
[IIC4-06 Associated Student Organization Leadership Training members policies, procedures and processes](#)
[IIC4-07 Administrative Regulation S-2: ASO Funds](#)
[IIC4-08 Associated Student Organization Election of Officers process](#)
[IIC4-09 CCCAA Articles and Bylaws](#)
[IIC4-10 Administrative Regulation E-11: Participation in Intercollegiate Sports](#)
[IIC4-11 ASO/Office of Student Life Program Review](#)
[IIC4-12 Board Policies 5700: Intercollegiate Athletics](#)
[IIC4-13 Administrative Procedures 5700: Intercollegiate Athletics](#)
[IIC4-04 LATTC website: Mission Statement](#)
[IIC5-01 LATTC website: Counseling services and support](#)
[IIC5-02 LATTC website: Video chat](#)
[IIC5-03 LATTC website: Homepage](#)
[IIC5-04 Professional Development Training Video: Admissions and Records](#)
[IIC5-05 Counseling Department minutes: 10-14-20](#)
[IIC5-06 LATTC College Catalog: Academic requirements \(pgs. 48, 51-56\)](#)
[IIC5-07 LATTC College Catalog: Graduation policy \(pgs. 47, 50\)](#)
[IIC5-08 LATTC College Catalog: Transfer policy \(pgs. 47, 53-56\)](#)
[IIC5-09 LATTC College Catalog: Counseling course descriptions \(pgs. 244-245\)](#)
[IIC6-01 LATTC Website: Mission Statement](#)
[IIC6-02 LACCD Board Rule 8100: Admissions, Guidance and Records](#)
[IIC6-03 Educational Code 76000 - 76004: Admission of Students](#)
[IIC6-04 LATTC website: Online Student Guide](#)
[IIC6-05 LATTC College Catalog: Admissions \(pg. 15-17\)](#)
[IIC6-06 LATTC website: Bridges to Success](#)
[IIC6-07 Senate Bill 1456: Student Success Act](#)
[IIC6-08 LATTC College Catalog: Programs \(pgs. 59-60\)](#)
[IIC6-09 LATTC Website: Programs](#)
[IIC6-10 Sample Program Fact Sheet: Accounting](#)
[IIC6-11 LATTC website: University Transfer Center](#)
[IIC6-12 LATTC website: International Students Program \(ISP\)](#)
[IIC7-01 Educational Code 78213 \(formerly AB 705\): Student Matriculation](#)
[IIC7-02 Multiple Measures Assessment Project](#)
[IIC7-03 AB-705 High School GPA Placement Ranges](#)
[IIC7-04 AB-705 Guided Self-Placement](#)
[IIC7-05 Bridges to Success Website](#)
[IIC7-06 English as a Second Language/Credit-Non-Credit Placement Process](#)
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[IIC8-02 US Department of Education Family Education Rights and Privacy Act \(FERPA\)](#)
[IIC8-03 Educational Code 76240: Privacy of Student Records](#)
[IIC8-04 Administrative Procedure 3720: Computer and Network Use](#)
[IIC8-05 Board Rule 3720: Computer and Network Use](#)
[IIC8-06 Administrative Regulation B-28: Network Security Policy](#)

[IIC8-07 LATTC College Catalog: FERPA \(pgs. 31-32\)](#)

[IIC8-08 LATTC Website: FERPA](#)

[IIC8-09 Board Rule 7708: Classification of Records](#)

[IIC8-10 Board Rule 7709: Destruction of Records](#)

[IIC8-11 Los Angeles Office of the Chancellor Administrative Regulation E-99 Classification of Admissions and Records Documents](#)

[IIC8-12 ViaTRON](#)

[IIC8-13 ViaTRON brochure](#)

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.**

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 of fill academic and administrator positions.

The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and administrators ([DIIIA1-01](#) HROrgChartOps). The LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators ([DIIIA1-02](#) HRGR110toR400). 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 college follows the process to conduct screening of eligible candidates from the applications in order to ensure that the qualifications are aligned with the college programmatic needs ([DIIIA1-03](#) HRGuideR110).

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

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

To ensure hiring procedures are consistently followed, the employment packet provided by the candidate selected for a position contains information that is verified by 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.

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.

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

Evidence of Meeting the Standard

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

outcomes ([DIIIA2-02](#) AcademicJobs).

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

The Human Resources Department certifies all minimum qualifications have been met for Academic positions prior to the final offer of employment and may recommend an equivalency review through the District's Academic Senate ([DIIIA2-04](#) EquivalencyCmt; [DIIIA2-05](#) HRR130N; [DIIIA2-06](#) AP7120FacEquiv).

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](#) FacJobDesc).

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.

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.

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](#) CCCCOMinQuals). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators through the Personnel Commission ([DIIIA1-14](#) PCClassSpec). Candidates are required to provide credentials, transcripts and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. The search committee conducts the initial evaluation of applicant minimum qualifications ([DIIIA3-01](#) EmployeeWebpage). HR validates minimum qualifications before a formal employment offer is made for academic employees.

Analysis and Evaluation

The District's established procedures ensure that the academic and classified administrators responsible for educational programs and services possess the qualifications necessary to

perform the duties required to sustain institutional effectiveness and academic quality.

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.

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

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.

Analysis and Evaluation

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

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.

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 ([DIIIA5-01](#) AFT1521CBAArt19; [DIIIA5-02](#) AFT1521CBAArt42; [DIIIA5-03](#) AFT1521ACBAArt16; [DIIIA5-04](#) B&CTradesCBAArt15; [DIIIA5-05](#) SEIU99Art12; [DIIIA5-06](#) SEIU721Art11; [DIIIA5-07](#) TeamstersArt8; [DIIIA5-08](#) FacEvalFormACD; [DIIIA5-09](#) FormPE_CT_PM; [DIIIA5-10](#) FormPE_CR_Trades; [DIIIA5-11](#) FormPE_CS_721; [DIIIA5-12](#) SEIU99AppxC; [DIIIA5-13](#) TeamFormEval). Confidential employees and management

employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 ([DIIIA5-14](#) BP7150; [DIIIA5-15](#) PCRule702; [DIIIA5-16](#) HRGuideE210; [DIIIA5-17](#) HRGuideE215). These evaluations allow supervisors to rate different components of job performance and comment on areas of needed improvement ([IIIA5-01](#) LATTCSampleEvaluations).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system ([DIIIA5-18](#) EASyRedacted). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 ([DIIIA5-19](#) AFT1521MOU2021; [DIIIA5-20](#) AFT1521AMOU2020; [DIIIA5-21](#) TradesMOU2020; [DIIIA5-22](#) TeamstersMOU2020; [DIIIA5-23](#) SEIU99MOU2020; [DIIIA5-24](#) SEIU721MOU2020). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions. Only 10% of evaluations were not completed; however, many were deferred to fall 2022 because of COVID ([IIIA5-02](#) LATTC_EvalsAsOf053022).

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 effective measures of performance of the duties for all employees.

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

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

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)

Evidence of Meeting the Standard

The college determines whether full-time faculty staffing levels are sufficient through the annual program review process ([IIIA7-01](#) PRMath, [IIIA7-02](#) PR_ResourceAllocation). The Faculty Hiring Prioritization Committee prioritizes replacement and new full-time faculty positions and presents the list to College Council, which then makes a recommendation to the president ([IIIA7-03](#) FHPC_Charge). The president then consults with the Planning and Budget Committee and the vice presidents and deans of Academic Affairs and Student Services to determine which and how many full-time faculty positions to hire, and then she announces the

results to the college ([IIIA7-04 EmailFacHire](#)).

Part-time faculty are hired from a district applicant pool to ensure that sufficient educational programs and services are provided ([IIIA7-05 AdjunctHiring](#)).

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.

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.

LATTC ensures that adjunct faculty become an integral part of the institution. From the orientation received when they are first hired, to the communications at the beginning of the term, to the weekly president's message, adjunct faculty are provided the opportunity to participate in all college activities. The Academic Affairs SharePoint site contains a folder especially for adjuncts with useful information readily available for our part-time faculty ([IIIA8-01 EspeciallyAdjuncts](#)).

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

- FLEX workshops available through the Vision Resource Center ([DIIIA8-01 ELACVRCFlex](#)).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory government committees, town halls, academic senate, and on program review committees ([DIIIA8-02 AdjunctSpptSample](#)).
- 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.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The planning process of LATTC, beginning with program review, require each support unit to review and evaluate its staffing levels. If the unit determines additional staffing is required, or that staff should be redeployed, it is indicated as an outcome of annual program review. The qualifications needed for additional staff is included in the evaluation and contained in classified staffing requests required of the Personnel Commission ([IIIA9-01](#) ClassifiedStaffingRequest). LATTC follows a process to prioritize staff hiring ([IIIA9-02](#) EmailReClassifiedProcess), culminating in approval by the Position Review Committee ([IIIA9-03](#) EmailPositionRevComm).

Analysis and Evaluation

The College has planning practices that provide the opportunity to evaluate staffing levels on an annual basis for support personnel. LATTC uses its program review practices to determine if the administrator staffing levels are adequate.

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

LACCD has policies in place to determine minimum administrator staffing levels. LATTC uses its program review practices to determine if the administrator staffing levels are adequate.

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

Evidence of Meeting the Standard

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 Policies link (DIIIA11-01 Ch7BoardDocs)
HR Protocols	Human Resources Website (DIIIA11-02 HRGuides)

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

Analysis and Evaluation

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.

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

Evidence of Meeting the Standard

One of LACCD's core values is "The Power of Diversity." Los Angeles Community College District has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence & Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency ([DIIIA12-01](#) BP1200). There is a broad range of trainings that support, encourage, and address issues related to diversity and equity as it relates to personnel and students. Faculty are able to use resources through the Vision Resource Center ([DIIIA12-02](#) VRC). The LACCD EEO Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all ([DIIIA2-03](#) EEOPlan). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor ([DIIIA12-03](#) EEOAdvCommRep).

To support 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](#) RecruitmentStrat). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and 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](#) TrainedEEOReps).

To institutionalize practices of equity and diversity, in the summer of 2020, LACCD established a “Framework for Racial Equity and Social Justice” that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a 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 ([DIIIA12-05](#) FrmwkRacialEqty). This provides the mechanism for all in the LACCD to assess, through its annual review processes, the effectiveness of the support provided to its community of staff and students.

In order to continue regular dialog 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](#) LGBTQBlackFlyer; [DIIIA12-07](#) LGBTQBlackAgenda; [DIIIA12-08](#) MACALADACAFlyer; [DIIIA12-09](#) MACALADACAAgenda; [DIIIA12-10](#) AdHocNonEngSpeak).

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.

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

Evidence of Meeting the Standard

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

Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Rules ([DIIIA13-01](#) BP2715), the Personnel Commission has Laws & Rules covering all Classified employees ([DIIIA13-02](#) PCR735), and the Education Code 87732 covers academic employees ([DIIIA13-03](#) EdCode87732), which could lead to employee discipline.

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.

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

Evidence of Meeting the Standard

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 ([DIIIA12-02](#) VRC). The District has offered the following professional learning opportunities to support campus leaders:

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

LATTC creates, facilitates, and delivers professional development opportunities for faculty, administrators, and classified professionals as part of its convocation week flex activities each semester. Many other professional development opportunities are provided at LATTC, such as the following.

- Team Dynamics ([IIIA14-01](#) TeamDynamics)
- Faculty Contract Training ([IIIA14-02](#) FacContractTraining)
- Personal and Interpersonal Effectiveness ([IIIA14-03](#) PD_InterpersonalEffect)
- Customer-centered Service ([IIIA14-04](#) PD_CustService)

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The LACCD HR Department maintains the official personnel file of record. It stores files in a

secure room with key access to which only designated HR employees have access.

The collective bargaining unit agreements for faculty and classified staff 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 PersFileCBAArt](#)).

Analysis and Evaluation

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

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. LATTC has developed a plan to have all evaluations completed by May 2023. College planning processes include professional development for all faculty, staff and administrators. The Board of Trustees has policies for expected professional conduct. LACCD maintains a pool of diverse faculty, staff, and administrators. Focused efforts by LACCD and LATTC are leading to more equitable practices in our institutions. The District maintains secure storage for personnel files that are made available to employees on request.

Improvement Plan(s)

LATTC has rescheduled all evaluations postponed due to the pandemic to be completed by May 2023.

Evidence List

[IIIA5-01 LATTC Sample Evaluations](#)
[IIIA5-02 Evaluations as of 05-30-22](#)
[IIIA7-01 Math program review](#)
[IIIA7-02 Integrated PR and resource allocation](#)
[IIIA7-03 FHPC charge](#)
[IIIA7-04 Email re faculty hires](#)
[IIIA7-05 Adjunct hiring](#)
[IIIA8-01 Especially for Adjuncts](#)
[IIIA9-01 Classified Staffing Form](#)
[IIIA9-02 Email re classified staffing process](#)

[IIIA9-03 Email re Position Review Committee](#)
[IIIA14-01 Team dynamics](#)
[IIIA14-02 Faculty contract training](#)
[IIIA14-03 Personal and Interpersonal Effectiveness](#)
[IIIA14-04 Customer-centered service](#)

[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](#)
[DIIIA2-01 Updated CCCCCO 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 7120 on Equivalency](#)
[DIIIA2-07 Faculty Job Description](#)
[DIIIA3-01 LACCD Employment Webpage](#)
[DIIIA4-01 BP 7210 Academic Employees](#)
[DIIIA4-02 LACCD Board Rules Chapter X, Article III](#)
[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
[DIIIA8-01](#) ELAC - Vision Resource Center (FLEX)
[DIIIA8-02](#) Adjunct Support Sample
[DIIIA10-01](#) Unrestricted General Fund Allocation Model
[DIIIA11-01](#) Chapter 7 Board Policies
[DIIIA11-02](#) HR Guides
[DIIIA11-03](#) Union Contracts
[DIIIA11-04](#) Faculty & Staff Resources Forms
[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 Teaching & Learning Barriers for Non-English Speaking
[DIIIA13-01](#) BP 2715 Code of Ethics
[DIIIA13-02](#) PC Rule 735
[DIIIA13-03](#) Education Code 87732
[DIIIA14-01](#) Women's Empowerment Flyer
[DIIIA14-02](#) Professional Development 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
[DIIIA15-01](#) Personnel File Articles Contained in Collective Bargaining Agreements

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.**

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](#) FCIRReport021122). 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](#) FUSIONProjList5Yr).

The Facilities, Maintenance, and Operations department conducts specific safety inspections of the college facilities and equipment from multiple resources, including but not limited to: semi-annual safety inspections, three-year Fire Inspection Reports, Hazardous Materials Inspection Reports, Fire Alarms, Sprinkler System Reports, and Elevator Testing Reports ([IIIB1-01](#) LATTC building inspections).

The Facilities, Maintenance, and Operations department personnel participate in monthly Work Environment Committee (WEC) meetings, which also includes participation from faculty, classified professionals, and student representatives throughout the college. The Work Environment Committee fosters dialog with the college community and encourage its constituents to provide feedback on issues on facilities and safety concerns ([IIIB1-02](#) Work Environment Committee charge). Personnel and students can report facility emergencies or safety hazards to the college facilities department 24 hours a day, seven days a week, using the electronic work order system ([IIIB1-03](#) Onuma System).

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. LATTC Facilities and Maintenance has mechanisms in place for systematically addressing campus needs, from large undertakings to routine maintenance requests.

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

Evidence of Meeting the Standard

Demonstrates planning, acquiring, or building, maintaining, and upgrading or replacing its physical resources, including facilities, equipment, land, and other assets

- [IIIB2-01](#) LATTC Viability Study and Business Plan
- [IIIB2-02](#) 2023-2027 LACCD 5YR Construction Plan
- [IIIB2-03](#) Board Approval Prop AA
- [IIIB2-04](#) Board Approval Measure J
- [IIIB2-05](#) Board Approval Measure CC

Demonstrates assurance of effective utilization and the continuing quality necessary to support its programs and services and achieve its mission

- [IIIB2-06](#) Notice of Preparation of Draft Supplemental Environmental Impact Report

Analysis and Evaluation

Well-considered planning and implementation of construction projects establish the district's commitment to construct and maintain facilities that ensure access, safety, security, and a healthful learning and working environment. The district utilizes the Division of State Architect process. This includes review and approval by the state Access Compliance and Fire Life Safety divisions ensuring accessibility for persons with disabilities and integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and firefighting equipment access into projects.

The colleges regularly review and periodically update Facilities Master Plans (FMP). Consistent with the participatory governance, various college committees and individual constituents reviewed and provided input on the FMP prior to submission to the Board of Trustees.

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

Evidence of Meeting the Standard

The District relies on a collaborative approach to assess the utilization of college facilities. 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](#) FPDProjSMPDM). This supports college efforts to plan and evaluate improvements, repairs, and replacements more effectively to maximize the deferred maintenance funding and operational services.

Routine building equipment inspections are scheduled by the Physical Plant office to meet

requirements by regulatory agencies as well as to assure the effectiveness of physical resources ([IIIB1-01](#) LATTC building inspections and [IIIB3-02](#) LACCD 2021-22 Space Inventory Report).

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).

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

Evidence of Meeting the Standard

Periodically, the District's Board of Trustees Facilities Master Planning and Oversight Committee (FMPOC) reviews and adopts revisions and updates to the Colleges Facilities Master Plan ([DIIIB4-01](#) LAVC_FMP_Agenda; [DIIIB4-02](#) LAVC_FMP_Present; [DIIIB4-03](#) LAVC_FMP2020; [DIIIB4-04](#) LAVC_FMPAddendum). 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](#) PPISAllocMemo2021; [DIIIB4-06](#) LACCD5YrConstPln; [DIIIB4-07](#) PPISFundingMemo21; [DIIIB4-08](#) PPISAllocations21).

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:

- LATTC Unrestricted General Fund for operational costs
- LACCD Deferred Maintenance Fund ([DIIIB4-09](#) LACCDDefMaintFund)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects ([DIIIB4-10](#) LACCThArtsReplcmnt)

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.

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. In addition to the Board committee, LATTC has a Work Environment Committee that meets monthly to review maintenance, equipment, and utilization of facilities to confirm that capital and maintenance plans meet the needs of the college. The Strategic Educational 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. LATTC has incorporated the total cost of ownership into its practices in the Facilities, Maintenance, and Operations Department.

Evidence List

[IIIB1-01](#) LATTC building inspections
[IIIB1-02](#) Work Environment Committee charge
[IIIB1-03](#) Onuma System
[IIIB2-01](#) LATTC Viability Study and Business Plan
[IIIB2-02](#) 2023-2027 LACCD 5YR Construction Plan
[IIIB2-03](#) Board Approval Prop AA
[IIIB2-04](#) Board Approval Measure J
[IIIB2-05](#) Board Approval Measure CC
[IIIB2-06](#) Notice of Preparation of Draft Supplemental Environmental Impact Report
[IIIB3-02](#) LACCD 2021-22 Space Inventory Report
[DIIIB1-01](#) FCI Report 021122
[DIIIB1-02](#) FUSION Overview and Project List 5 Year
[DIIIB3-01](#) FPD Project Submission SMP DM
[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

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) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a districtwide Office of Information Technology and a districtwide participatory governance committee, the Technology Policy and Planning Committee (TPPC). The TPPC is cochaired by the LACCD Vice-Chancellor/CIO and a District Academic Senate Designee and is comprised of representatives from these constituencies: faculty, distance education, administration, District Academic Senate, Faculty Guild, and Staff Guild ([DIIC1-01](#) TPPCCharter; [DIIC1-02](#) TPPCBylaws). The TPPC addresses and makes recommendations on all districtwide planning and policy issues related to information, instructional, and student support technologies ([DIIC1-03](#) TPPCSched20-22; [DIIC1-04](#) TPPCAgndaMins).

Extra focus has been given to the intersection and communication to the local College Technology Committees by including College Technology Committee representatives in the TPPC in addition to the constituency-based participation ([DIIC1-05](#) TPPCMembership). 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 ([DIIC1-06](#) HuronITAssess).

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 districtwide technology needs ([DIIC1-07](#) OITSharedSvcs) and each of the nine Colleges has dedicated technology support staff to address college specific needs.

The mission of the Office of Information Technology (OIT) is to provide districtwide information technology services which support our educational community and foster the success of our students ([DIIC1-08](#) OITMissionStmnt). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery ([DIIC1-09](#) OITSvcMdl; [DIIC1-10](#) OITOrgChart).

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

managing audio visual and desktop technology needs for the campus ([IIIC1-01](#) Information Technology).

OIT provides support for over 70 applications utilized district wide ([DIIC1-11](#) DWAppList). 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 ([DIIC1- 12](#) DWWebPlatform).

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 services 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 ([DIIC1-13](#) NetworkInfraSum).

Analysis and Evaluation

The District provides comprehensive technology services and resources to adequately support the institution's operations in academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings. The District and College regularly review the effectiveness of technology resources and make planning revisions as necessary to address needs.

- 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 districtwide 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 ([DIIC2-01](#) LACCDTechPlan2126).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors ([DIIC2-02](#) ITProjRequest;

[DIIC2-03](#) OITProjReqForm).

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 ([DIIC2-04](#) LACCDITRoadmap). All IT projects status updates are being maintained on the OIT Projects Dashboard ([DIIC2-05](#) OITProjDashboard).

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

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 ([DIIC2-06](#) LACCDInstrSpace; [DIIC2-07](#) InstrSpacesTech; [DIIC2-08](#) InstrSpcTechRead; [DIIC2-09](#) LACCDInstrTechInv; [DIIC2-10](#) LACCDTechRefresh).

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. The District implemented this criteria and provided access to over 50 applications to support college programs and services ([DIIC3-01](#) CriteriaDWInsTech; [DIIC3-02](#) InstAppList).

The institution maintains an inventory of technology assets ([DIIC3-03 TechAssetsInven](#)) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards ([DIIC3-04 TechRefreshStan](#); [DIIC3-05 TechMaintRefresh](#)). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. The Administrative Procedure is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans ([DIIC3-06 AP3724](#); [DIIC3-07 SISDisasRecovPlan](#); [DIIC3-08 SAPDisasRecovPlan](#)).

The District 's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections ([DIIC3-09 SecAwareNotificat](#)), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) ([DIIC3-10 InfoSecStrategy](#); [DIIC3-11 OpProtocolInfoSec](#)). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems ([DIIC3-12 InfoSecCalendar22](#)). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policy and Administrative Procedures ([DIIC3-13 InfosecEvalContr](#); [DIIC3-14 PrivilegedAccess](#); [DIIC3-15 ServerCertProcess](#); [DIIC3-16 CompNetworkUse](#); [DIIC3-17 IncidentMgmt](#); [DIIC3-18 IncidentResponse](#); [DIIC3-19 RecurringOpTasks](#); [DIIC3-20 SP_PII_SecConf](#); [DIIC3-21 SecOpsKiteworks](#); [DIIC3-22 PCIASVScanning](#); [DIIC3-23 PreProdServerVuln](#); [DIIC3-24 QtrlyVulnerability](#); [DIIC3-25 SpirionSecScan](#)).

Analysis and Evaluation

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

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 ([DIIC4-01 FacApprovedOnline](#)). 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 IT Department webpage offers direct links to informational resources providing guidance in the use of technology systems ([DIIC4-02](#) FacStaffTechRsrcs). These resources are updated routinely to keep current with changes in the technologies implemented.

The LATTC Academic Technology unit provides instruction and support for faculty, staff, students, and administrators in instructional and operations technology on an as-needed basis ([IIIC4-01](#) Academic Technology). The college provides several faculty on reassigned time to serve as Distance Education Support Specialists to train and support employees and students in online instruction and services ([IIIC4-02](#) DE support specialists).

The California Community Colleges Chancellor's Office has various technology trainings available through the [Vision Resource Center](#). These are publicized districtwide.

During the annual program review process, departments indicate any additional technology training needed.

Analysis and Evaluation

LATTC provides opportunities for training faculty, staff, students, and administrators on computing and computer applications. Employees and students can receive training and support through the Academic Technology unit or the Distance Education Support Specialists.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments ([DIIC5-01](#) OITStandardsDev). All technology implementations must be aligned with the LACCD Standards, Legal requirements, and IT recommendations.

LACCD has developed several Infrastructure Standards ([DIIC5-02](#) DesignMPOE; [DIIC5-03](#) FiberCabling; [DIIC5-04](#) CampusNetwkDesign; [DIIC5-05](#) RoomSizeStandards; [DIIC5-06](#) NtwkInfraHardware; [DIIC5-07](#) VOIPUnifiedCom; [DIIC5-08](#) StorageBackupSys); End User Computing Standards ([DIIC5-09](#) EndUser), and Instructional Classroom Audio-Visual Standards ([DIIC5-10](#) AudioVisual). These standards are used across the district in all new College and districtwide investments as well as all Bond Measure J and Measure CC related technology projects ([DIIC5-11](#) MeasureJTech; [DIIC5-12](#) MeasureCCTech; [DIIC5-13](#) BondProjDash). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment

([DIIC5-14](#) BP3720).

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

Analysis and Evaluation

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

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 districtwide fashion and at the campus level. The support, hardware and software fulfill the services, equipment, and technology needs of the College. Plans are in place for technology replacement. On the administrative side, the LACCD Office of Information Technology follows a replacement plan, while on the college instructional side, LATTC has included budget for all departments to follow technology replacement over a three-year period. LACCD and LATTC maintain reliable, secure, and safe technology at all locations.

Evidence List

[IIIC1-01](#) Information Technology

[IIIC4-01](#) Academic Technology

[IIIC4-02](#) DE support specialists

[DIIC1-01](#) TPPC Charter

[DIIC1-02](#) TPPC Bylaws

[DIIC1-03](#) TPPC Schedule 20-22

[DIIC1-04](#) TPPC Agenda Minutes

[DIIC1-05](#) TPPC Membership

[DIIC1-06](#) Huron IT Assessment

[DIIC1-07](#) OIT Shared Services

[DIIC1-08](#) OIT Mission Statement

[DIIC1-09](#) OIT Service Model

[DIIC1-10](#) OIT Org Chart

[DIIC1-11](#) DW App List

[DIIC1-12](#) DW Web Platform

[DIIC1-13](#) Network Infrastructure Systems Overview

[DIIC2-01](#) LACCD Tech Plan 21-26

[DIIC2-02](#) IT Project Request

[DIIC2-03](#) OIT Project Request Form

[DIIC2-04](#) LACCD IT Roadmap
[DIIC2-05](#) OIT Project Dashboard
[DIIC2-06](#) LACCD Instructional Space
[DIIC2-07](#) Instructional Spaces Tech Readiness
[DIIC2-08](#) Instructional Spaces Tech
[DIIC2-09](#) LACCD Instructional Tech Inventory
[DIIC2-10](#) LACCD Tech Refresh
[DIIC3-01](#) Criteria DW Ins Tech
[DIIC3-02](#) Inst App List
[DIIC3-03](#) Tech Assets Inventory
[DIIC3-04](#) Tech Refresh Stan
[DIIC3-05](#) Tech Maintenance Refresh
[DIIC3-06](#) AP 3724
[DIIC3-07](#) SIS Disaster Recovery Plan
[DIIC3-08](#) SAP Disaster Recovery Plan
[DIIC3-09](#) Sec Aware Notification
[DIIC3-10](#) Info Sec Strategy
[DIIC3-11](#) Op Protocol Info Sec
[DIIC3-12](#) Info Sec Calendar 22
[DIIC3-13](#) Info Sec Eval Contracts
[DIIC3-14](#) Privileged Access
[DIIC3-15](#) Server Cert Process
[DIIC3-16](#) Comp Network Use
[DIIC3-17](#) Incident Management
[DIIC3-18](#) Incident Response
[DIIC3-19](#) Recurring Op Tasks
[DIIC3-20](#) SP PII Sec Conf
[DIIC3-21](#) Sec Ops Kiteworks
[DIIC3-22](#) PCI ASV Scanning
[DIIC3-23](#) Pre Prod Server Vuln
[DIIC3-24](#) Quarterly Vulnerability
[DIIC3-25](#) Spirion Sec Scan
[DIIC4-01](#) Faculty Approved Online List
[DIIC4-02](#) Fac Staff Tech Resource
[DIIC5-01](#) OIT Standards Dev
[DIIC5-02](#) Design MPOE
[DIIC5-03](#) Fiber Cabling
[DIIC5-04](#) Campus Network Design
[DIIC5-05](#) Room Size Standards
[DIIC5-06](#) Network Infra Hardware
[DIIC5-07](#) VOIP Unified Com
[DIIC5-08](#) Storage Backup Sys
[DIIC5-09](#) End User
[DIIC5-10](#) Audio Visual
[DIIC5-11](#) Measure J Tech
[DIIC5-12](#) Measure CC Tech

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)**

Evidence of Meeting the Standard

Resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness

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 ([DIID1-01](#) AllocationModel). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) 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 ([DIID1-02](#) AllocMdlTimeline) and with the DBC approving the final model ([DIID1-03](#) DBCMinutes051519). The District has Administrative Procedures on reserves ([DIID1-04](#) AP6305) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the 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 ([DIID1-05](#) FramewkRacEquity; [DIID1-06](#) 2122CentAccounts). Additionally, the District has operated the LA College Promise program through centralized

use of AB 19 funds ([IIID1-07](#) SpecFundsFY21). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

Los Angeles Trade-Technical College (LATTC) receives an allocation from the LACCD annually, which supports student learning programs and services. Adjustments are made upward or downward during the year due to enrollments and state funding changes ([IIID1-01](#), [IIID1-02](#)). LATTC generally accomplishes its enrollment goal within its budget allocation each year, except for the years impacted by the coronavirus disease 2019 (COVID-19) pandemic ([IIID1-05](#), [IIID1-06](#)). State funding is currently protected and will be protected by the “hold harmless provision,” of The Budget Act, through 2024-2025 ([IIID1-07](#)). Student learning programs and services are also supported by various state-funded programs such as Student Equity & Achievement (SEA), CalWORKs and Extended Opportunity Programs & Services (EOPS).

The budget allocation model includes funds for administration, maintenance and operations, and a set aside for scheduled maintenance of college facilities in the unrestricted general fund and the restricted general funds ([IIID1-03](#), [IIID1-04](#)). In addition to the general fund allocation from LACCD, LATTC receives revenue from block grants and other federal, state, and private grants, and receives allocations for state categorical and other programs, such as Strong Workforce, Perkins, and Lottery (Prop 20). All these revenue sources work concertedly to improve institutional effectiveness.

LATTC also earns revenue from enterprise activities, including cafeteria and bookstore sales, contract education, and facility rentals. Enterprise revenues also potentially benefit the institution.

Distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services

The college has adopted a resource allocation model that originates with the annual budget formulation process ([IIID1-08](#)). The model is a bottom-up approach, which allows each department chair and divisional head to review budget allocations and expenditures. During this process, each department assesses its needs and may request resources accordingly.

Resource requests from Budget Planning are made in two categories—permanent staffing requests and non-staffing requests ([IIID1-09](#), [IIID1-10](#)). Administrators must review all resource requests to ensure they support the development, maintenance, and enhancement of programs and services. Important opportunities may arise for the development and enhancement of programs and services throughout the year. In such case, departments are allowed to request for additional resources through area Deans and VPs. The college works collaboratively to identify available resources including specially funded programs (SFPs) to make sure that opportunities for the development and enhancement of programs and services are not foregone.

Plans and manages its financial affairs with integrity and in a manner that ensures financial stability

LATTC has a transparent budgeting process. Each August, the Planning and Budget Committee (PBC) receives a detailed budget of the college's general fund. The PBC receives budget projection updates every month at its meetings. Attendants at PBC meetings are provided with opportunities to ask questions about budget spending as well as to offer their input. The PBC is a shared-governance committee with representatives from every constituency group of the college. Minutes and handouts, such as the monthly projections are stored on the college website which is available to the campus and the public ([IIID1-11](#)).

During the COVID-19 pandemic, the college received federal grant funds from the Higher Education Emergency Relief Fund (HEERF). Information on this special funding was disseminated to the campus as well as to the public through the LATTC website ([IIID1-12](#)). The PBC will continue to include various constituencies of the campus for the discussion on the utilization of HEERF as well as other special funding.

To ensure financial stability, LATTC utilizes grants and specially funded resources, whenever practicable. For example, funding for instructional supplies comes from the Prop 20 Lottery and funding for instructional equipment comes from state block grants ([IIID1-01](#)).

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

The college has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness. The college demonstrates sound financial planning and execution annually through meeting its enrollment targets within the budget allocated by the district. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of the institution, including maintenance and operations. Where possible, LATTC has been efficiently utilizing grants and SFPs and reserved the general funds in preparation of possible future budget constraints. In fiscal year 2020-2021, projected ending fund balance is over \$8 million dollars ([IIID1-13](#)). Over the past years, the college has funded each category of requests—one-time, ongoing, and personnel.

The college has demonstrated that, even during the time of substantial budget reductions, priorities were established to assure positive outcomes for students and the continued financial viability of the college.

2. **The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues ([DIID2-01](#) MayRevise2122) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections ([DIID2-02](#) DBCAgenda81121). Based on the budget development calendar ([DIID2-03](#) BudgetDevCalendar), the colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 ([DIID2-04](#) BP6200). The 2021-2022 budget indicates that, “The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget” ([DIID2-05](#) FY2122FinalBudget).

A review of the monthly projection of expenditures versus budget ([IIID2-04](#)) is prepared by Administrative Services and is reviewed at the Planning and Budget Committee (PBC) each month so that information can be shared with all college constituents ([IIID2-05](#)). The PBC reports monthly to the college Council. A summary of committee actions and a report is published in the college Council meeting minutes, which is distributed throughout the campus via email ([IIID2-06](#)). Wherever applicable, LATTC follows all district procedures, board rules and state regulations.

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 ([DIID2-02](#) DBAgenda81121). 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 ([DIID2-06](#) 2122PropFinalBud). This ensures that budget priorities align with the District’s Strategic Plan’s goals, Board of Trustees’ goals, and the Chancellor’s recommendations. Consistent with BP 6200 ([DIID2-04](#) BP6200), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting ([DIID2-07](#) BOTMin090121pg20).

Mission and goals are foundation for financial planning and integrated with and supports all institutional planning

Each year during Program Review, departments must review their mission and align the department/division mission to the mission of the college ([IIID2-01](#), [IIID2-02](#)). Financial

planning is integrated with and supports all institutional planning with financial requests going through Budget Formulation ([IIID2-03](#)). Administrators oversee reviewing funding requests based on the institutional mission and goals of the college.

Policies and procedures to ensure sound financial practices and financial stability

To enhance sound financial practices, the college undertook various projects on centralizing processes and procedures. In August 2020, LATTC established a centralized procurement process ([IIID2-07](#)). The goal was to bolster compliance with district and government procurement regulations and promote accuracy, uniformity, and efficiency. A centralized email box was created where all requests are sent to the procurement team for assignment and review by a specific member specializing in that commodity. Each order package is checked for accuracy, compliance, and an appropriate source of funding. Before being processed in SAP, the request undergoes a clear hierarchy of approvals, including the department's respective vice-president. This streamlined approach has enabled the college to improve accountability and fiscal controls, while emphasizing greater transparency of financial expenditures across campus.

Financial information is disseminated throughout the institution in a timely manner

All employees have access to financial information through the Los Angeles Community College District Enterprise Resource Planning system—Systems, Applications and Products (SAP). To ensure that everyone know how to access this information through SAP, multiple online budget trainings were made available to assist budget owners during the budget planning process ([IIID2-08](#), [IIID2-09](#), [IIID2-10](#)).

Additional individual training is also provided upon request and LATTC is planning to produce task-oriented training videos for different levels of users. The college intends to make more financial information and forms accessible online in the future for more efficient dissemination.

Analysis and Evaluation

The District has policies and procedures in place to guide budget development process and ensure that the District and College missions and core planning documents drive the process of resource allocation. The college mission drives the planning process. The budget planning process drives the allocation of resources each year. Departments link goals and planning directly to the college mission, and the connection with the mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are thoroughly reviewed by the administration and campus participatory governance committees. The college has transparency in its budgeting processes. It makes information readily available, and reports and reviews its financial condition monthly to the college and the district. Los Angeles Trade-Technical College takes accountability for the management of its budget seriously, and as a result, balances its budget and meets its enrollment targets annually, except for the years that were affected by the COVID-19 pandemic.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

Defines and follows its guidelines and processes for financial planning and budget development

The District has a regular budget development process governed by BP 6200 ([DIID2-04](#) BP6200). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process ([DIID3-01](#) 22BudOpPlanInstr). The District budget calendar is updated and approved by the Board annually ([DIID3-02](#) BOTmins100720pg12), and budget procedures are revised regularly to comply with federal, state, and local laws ([DIID2-03](#) BudgetDevCalendar). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions ([DIID3-03](#) GovSurvey2021). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

Los Angeles Trade-Technical College (LATTC) budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy and reallocation ([IIID3-01](#)). Departments are only allowed to reallocate in the non-salary line items. The process for allocation of additional funds is done via the Budget Formulation resource request processes ([IIID3-02](#)).

All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets

The college utilizes the skills and resources of the Student Success Committee to formulate a plan to allocate new funds that would accompany the Student Equity Plan ([IIID3-03](#)). The plan includes additional funding and the college must allocate funds based on legislative intent, allowable uses, and connection of the funding to the plans. Once the Student Success Committee drafts the plan including the budgets, it goes out to the entire campus for review and comment ([IIID3-04](#)). The integrated plan is reviewed and approved by Academic Senate and College Council as well ([IIID3-05](#)).

Individuals in departments have the chance during Budget Formulation to analyze and discuss budget information and departmental needs ([IIID3-01](#)). Additionally, through representation on shared governance committees such as the Planning and Budget Committee (PBC) and College Council, all faculty and staff can access information on planning and budget through their committee representatives ([IIID3-06](#)).

Institutional planning takes place through a variety of committees, including the Academic Senate, Program Review-Assessment Committee, the PBC, the Student Success Committee,

Education Policies Committee, and the college Council. The opportunity to participate includes representation from all constituency groups and other opportunities throughout the year to participate. College Council meetings are open to all with agendas, minutes, and other materials distributed to LATTC faculty and staff at least one day prior to meetings. The Associated Student Organization (ASO) also has a student representative on the Student Success Committee ([IIID3-07](#)).

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.

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

Planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements

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 ([DIID4-01](#) BudFinCmt050921). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level ([DIID4-02](#) MonthCycExp; [DIID4-03](#) MonthExp22per03; [DIID4-04](#) MonthCycExpRprts). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level ([DIID4-05](#) TechReview2122; [DIID4-06](#) DBCMin051320). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process ([DIID4-07](#) AccountMeas70820; [DIID4-08](#) 5yrFinFrcast61621). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement ([DIID4-09](#) FisAcctPrcess2021).

The District also provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget ([DIID4-10](#) 5yrFinForeDtail21). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF ([DIID4-11](#) CollFinPlan2122). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements ([DIID4-12](#) 3rdQtrEnrllPlan21; [DIID4-13](#) 3rdQtrEnrllProj21). These

meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office ([DIIIA1-17](#) C1121ClassStaff; [DIIID4-14](#) HRFrmAcadStffReq). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval ([DIIID4-15](#) ClassHiringApprvl). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

In addition, each year the college estimates the amount expected from generating its own funds through transcript fees, parking citations, rental of facilities, and contract education. The college conservatively estimates these additional resources at the beginning of the year and makes adjustments as these funds become available throughout the year. The college has partnerships with city municipalities to deliver training through contract education ([IIID4-01](#), [IIID4-02](#), [IIID4-03](#), [IIID4-04](#), and [IIID4-05](#)). The college has successfully competed for grants through local, state, and federal governments as well as private foundations ([IIID4-06](#)). These additional resources are used to expand programs and services, develop curriculum, and establish innovative programs.

Through a robust shared governance process, PACTS (Pathways to Academic, Career, and Transfer Success) were adopted as LATTC's Strategic Educational Master Plan (SEMP), which drove the college's Strategic Plan ([IIID4-07](#)). Two pathways, Design & Media Arts and Advanced Transportation & Manufacturing, volunteered and were selected to test the Pathways Resource Model for one year.

In the years following implementation LATTC went through a period of turnover in leadership with many key positions filled by acting and interim administrators while the district searched for permanent administrators. Several permanent Administrators were hired at the beginning of 2020, just before Los Angeles County issued the COVID-19 "safer at home" emergency order. This interrupted college-wide progress on the SEMP. As shared governance requires Administration, faculty and staff working together, the work linking Program Review and Planning and Resource Allocation was suspended.

As campus constituencies returned to more normal activities, this work resumed. The college applied for and was granted Institutional Effectiveness Partnership Initiative (IEPI) to help with developing new Shared Governance relationships by surveying existing processes and procedures, reviewing past efforts, and outlining future possibilities for improvement.

At the PBC October 2021 retreat, the committee discussed limitations of the Pathways Resource Model as developed in 2015 ([IIID4-08](#)). The revenue assumptions are no longer valid because of the new student-centered funding formula. Assigning common costs to pathways is a complex process, but the complexity does not result in more accurate or equitable resource distribution.

Evidence for inequity of this model can be found in the pathway costing analysis done by Administrative Services and presented to the PBC in November 2020 ([IIID4-09](#)). The analysis demonstrated that because some pathways require more resources than others, the current model would leave some pathways underfunded with students in those pathways underserved as a result. The PBC determined that assigning common costs to pathways, and by extension the pathway resource model from 2015, was no longer an effective way to determine resource allocation.

Administrative Services has developed a conceptual model to better integrate program review with budget development and resource allocation. The model provides for a “base budget” and for resource requests arising from program review to be “plugged into” the base budget. Implementation of this model in stages has begun with budget year 2022-2023, and the PBC is in the process of refining the model and developing the path for full implementation as an alternative to the Pathway Resource Model.

The PBC is also exploring ideas to generate additional revenue ([IIID4-10](#) and [IIID4-11](#)).

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.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model ([DIID1-01](#) AllocationModel). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources ([DIID4-05](#) TechReview2122; [DIID4-11](#) CollFinPlan2122). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff ([DIID2-03](#) BudgetDevCalendar). 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 ([DIID5-01](#) DBCAgenda011321; [DIID5-02](#) BudFinCmtMins012021). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances ([DIID5-03](#) DBCAgenda031021; [DIID5-04](#) BudFinCmt031721). The

District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures during the budget development process ([DIID5-05](#) BudOpPlanInstr; [DIID5-06](#) PBFWrkshp2122).

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 ([DIID5-07](#) BP6300). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the expenditure ([DIID5-08](#) InsuffBudControl1; [DIID5-09](#) InsuffBudControl2). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager ([DIID5-10](#) JournalVoucher). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges ([DIID5-11](#) MonthCycExpMemo; [DIID5-12](#) 0921MonthlyCyc).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources ([DIID5-13](#) DBCAgenda101321). The Board established and regularly updates board policies which address financial management and internal control structures ([DIID5-14](#) BudFinAgnda102021). 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 ([DIID5-15](#) BP-AP6340 BidsCts), 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 ([DIID5-16](#) BP-AP6330Purch) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 ([DIID5-17](#) BP6410) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District’s internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. ([DIID5-18](#) BudFinCmt061621; [DIID5-19](#) IntAuditUpdate).

In an effort to ensure financial integrity, LATTC recently evaluated and updated Business Office Policies & Procedures in 2020 ([IIID5-01](#)). Updated policies deal with the range of financial management practices and internal control measures such as procurement, trust account management, bank reconciliation, handling stale-dated checks and cash, etc.

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.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Financial documents have a high degree of credibility and accuracy

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 ([DIID2-03](#) BudgetDevCalendar), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually ([DIID6-01](#) BOTMins100720pg12). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures ([DIID3-01](#) 22BudOpPlanInstr; [DIID5-06](#) PBFWrkshp2122). The annual budget is presented to the District Budget Committee ([DIID6-02](#) DBCMins081121), the Board Budget and Finance Committee ([DIID6-03](#) BudFinCmtMin81821), and to the full Board for approval ([DIID6-04](#) BOTAgnda090121pg9). 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 ([DIID6-05](#) ExtAudit063021). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls ([DIID6-06](#) LAHCPayAudit13120; [DIID6-07](#) LASCCDCAudit43019; [DIID6-08](#) LATTCCALCard13121; [DIID6-09](#) ExtAudCAP1920).

Financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services

The district notifies the college and provides explanations for categorical program allocations when the allocations are initially made and whenever the budget is revised ([IID6-01](#), [IID6-02](#), [IID6-03](#), [IID6-04](#), [IID6-05](#)).

Budget setups for grants supporting student learning programs and services are processed

though district Electronic Budget Transfer Authorization (“eBTA”) portal. To ensure all documents are appropriate and complete, the process requires multiple reviews and approvals from different departments and individuals, including college fiscal operations, college procurement, regional procurement specialist, college administrator or designee, district SFP accounting unit and district budget office ([IIID6-06](#)).

Documentation evidencing for how financial resources are to be used is always uploaded to the SAP system. When expenses are transferred or charged via the Journal Voucher (JV) process, backup documentation is always required ([IIID6-07](#)). Backup documentation includes, but is not limited to, Purchase Orders, Invoices, payroll records, email correspondence, excerpts from agreements or contracts and any related audit trails. All JVs must be reviewed and approved at the college level by the area vice president, College Financial Administrator and Vice President of Administrative Services. JVs require additional review and approval at the district level by the district accounting area of responsibility and the Accounting Manager.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Responses to external audit findings are comprehensive, timely, and communicated appropriately

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) ([DIID7-01](#) BudFinCmt120220), Board of Trustees ([DIID7-02](#) BOTMins030321pg7) and the CFO. The results are used to evaluate and improve the District’s financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans 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 ([DIID6-09](#) ExtAudCAP1920). External auditors review progress of corrective actions annually ([DIID7-03](#) FinAud063020pg148).

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. To disseminate the audit findings to the wider campus community, audit findings will be reported to the PBC at its regular meetings. This information will become a part of the formal report from PBC to College Council each February.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Financial and internal control systems are evaluated and assessed for validity and effectiveness

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness ([DIID8-01](#) BudFinMins061621). 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 ([DIID6-09](#) ExtAudCAP1920). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer ([DIID6-09](#) ExtAudCAP1920).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit ([DIID8-02](#) IntAuditPlan2122). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions ([DIID6-06](#) LAHCPayAudit13120; [DIID6-07](#) LASCCDCAudit43019; [DIID6-08](#) LATTCALCard13121). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistleblower hotline and annually allocates hours to conduct these evaluations.

The district has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program's inception. The Bond Program has never received a qualified or modified audit ([IIID8-02](#), [IIID8-03](#), [IIID8-04](#), [IIID8-05](#)).

Results of this assessment are used for improvement

Based on the district internal audit unit's review and evaluation of the purchase card program (CalCard), the college has provided additional trainings the college personnel to improve efficiency as well as compliance ([IIID8-01](#)).

In 2017, Oracle's Peoplesoft Campus Solutions replaced the existing DEC SIS that had been in place since the 1980s as part of the SIS Modernization project. With a more modern, robust student information system that provides access to data and real-time information, student financials and payments can be more effectively managed ([IIID8-06](#)).

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.

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

Sufficient cash flow to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences

LACCD Administrative Procedure on Reserves, AP 6305 ([DIIID9-01](#) AP6305) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the 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](#) CCFS311Q093019; [DIIID9-03](#) CCFS311Q123120; [DIIID9-04](#) AnnFinBudRprt).

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

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of \$1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of \$40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately \$4.95 million. ([DIIID9-09](#) ExtAud063021pg52).

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 ([DIID9-10](#) PlacementInsurance). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed 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 ([DIID9-11](#) BP6540). 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. ([DIID9-12](#) RequestforWarrant).

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.

Evidence of Meeting the Standard

Centralized District Oversight

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation ([DIID2-04](#) BP6200); BP 6250 Budget Management ([DIID10-01](#) BP6250); BP 6300 Fiscal Management ([DIID5-07](#) BP 6300); BP 6400 Financial Audits ([DIID10-02](#) BP 6400); BP 6410 District Audit Charter ([DIID5-17](#) BP 6410).

Collectively, these policies and procedures 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.

BP 5130 ([DIID10-03](#) BP5130) and AP 5130 Financial Aid ([DIID10-04](#) AP5130) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit

that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit ([DIID10-05](#) ExtFinAud063021).

BP 3280 Grants ([DIID10-06](#) BP3280) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations ([DIID10-07](#) UniformGrantGuide). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight ([DIID10-08](#) ProgAccountants). This staff work closely with grant and categorical program managers to provide assistance 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 ([DIID10-09](#) IESSFdn102020). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight ([DIID10-10](#) FdnRpt20).

Decentralized District Oversight

Fiscal and Enrollment Management: District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices ([IID10-01](#), [IID10-02](#), [IID10-03](#)).

Auxiliary Organizations: All college foundations have operating agreements with the district. Foundations are required to provide regular financial reports, reimburse the district for services, and operate in accordance with state law and district and nonprofit regulations ([IID10-04](#)). College foundations receive annual external audits as required by law. Any deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all LACCD foundations received internal audits in 2019-20, which will continue on a recurring basis. Internal auditors highlighted findings common to all foundations and recommended corrective actions which were implemented in Spring 2021 ([IID10-05](#) to [IID10-13](#)).

Student ASO Funds: Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College presidents review and approve all proposed ASO expenditures. A schedule of internal audits for college ASOs was established by the Internal Audit unit and outcomes will be reported to the BFC as the internal audits are completed. ([IID10-14](#) to [IID10-17](#)).

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.

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](#) 5yrFinForedetail21) 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](#) 5yrFinForecast61621). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements ([DIIID11-01](#) FinStateReview; [DIIID11-02](#) AccountPolicies). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the districtwide load banking liability resulting from load banking at the colleges ([DIIID11-03](#) LoadBanking21). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year ([DIIID11-04](#) LoadBankAcct).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was \$359,925,546 million, with a cash and cash equivalent balance of \$359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits ([DIIID11-05](#) ExtAuditpgs17-18). The District performs actuarial evaluations every two years to assess current OPEB liability ([DIIID11-06](#) OPEBRprt04062021).

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.

- 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

Plans for and allocates appropriate resources for the payment of liabilities and future obligations: Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations

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 ([DIIRD12-01](#) OPEBTrust063021; [DIIRD12-02](#) OPEBAsset). Since its establishment, the District has continued to fund the trust account, which has a current balance of \$184.5 million ([DIIRD12-01](#) OPEBTrust063021; [DIIRD12-02](#) OPEBAsset). The District makes an annual contribution of \$7 million to cover the costs of these benefits ([DIIRD12-01](#) OPEBTrust063021; [DIIRD12-02](#) OPEBAsset).

Analysis and Evaluation

The District regularly reviews its OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually.

- 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.**

Evidence of Meeting the Standard

BP 6307 Debt Issuance and Management ([DIIRD14-01](#) BP6307) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for \$1.245 Billion began in 2001 ([DIIRD14-02](#)

BOTPropA12062000); Prop AA for \$980 million began in 2003 ([DIID14-03](#) BOTMinsPropAA03); Measure J for \$3.5 Billion began in 2008 ([DIID14-04](#) BOTMeasJ042308) and Measure CC for \$3.3 Billion in 2016 ([DIID14-05](#) BOTMeasCC072016). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across the District. Board Policy 6740 ([DIID14-06](#) BP6740) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language ([DIID14-07](#) DCOCMins101521). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 ([DIID14-08](#) BP6600). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations ([DIID14-09](#) BondPerfFY1920; [DIID14-10](#) BondFinAudit1819).

Grants and categorical programs are also included in the District's external audit process ([DIID14-11](#) ExtAudpgs71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than \$2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements ([DIID10-10](#) FdnRpt20).

The college ASO is an auxiliary organization and is funded exclusively through student fees and fund-raising activities. The ASO board is elected by the student body and determines the budget annually and expends according to district and college guidelines. LATTC has developed a process to process check requests for ASO electronically in an effort to streamline to process and ensure that requests for checks for activities are processed efficiently and effectively. The Board, the faculty advisor or dean, and the vice presidents of Student Services and Administrative Services (acting on behalf of the college president) must approve all requests for expenditures.

The college Foundation is also an auxiliary organization and is organized as a non-profit under 501(c)(3). The Foundation operates exclusively through donations and fundraisers. It is required to submit an audit of its financial statements annually ([IIID14-01](#)).

The Board reviews and approves issuance of additional general obligation bond funds. The district's annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard IIID8) ([IIID14-02](#), [IIID14-03](#), [IIID14-04](#)).

The colleges have various other auxiliary entities including community services, facility rentals, campus bookstores, Food Services, and a child development center.

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.

Internal and external audits help confirm that the college uses its financial resources with integrity and for their intended uses.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations ([DIID15-01](#) StdntLoanDefault). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU ([DIID15-02](#) FinAidAcctProc). Reconciliation is performed jointly by the College, CFAU and District Accounting ([DIID15-03](#) FARconc102121). 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.

level by creating a Loan Default Prevention work group and contracting with the services of a consultant. The consultant was from the CCCC to assist the creation of the cohort reduction plan which was required to submit to FSA. Trade is currently getting assistance from ECMC in contacting borrowers ([IIID15-01](#)). The ECMC service is coming from the FSA project success program. With these efforts, student loan default rates have been decreased to 6.4% in 2017 and 17.2% in 2018 from over 20% in previous years ([IIID15-02](#)).

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.

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. LATTC monitors and manages all its funds with integrity as evidenced by the external audits having no audit findings for the college in the past three years.

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.

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 ([DIID16-01](#) AP6100; [DIID16-02](#) AP6150; [DIID16-03](#) AP6330; [DIID16-04](#) AP6340; [DIID16-05](#) AP6365; [DIID16-06](#) AP6370).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting ([DIID16-07](#) BOTMins090121). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

Contractual agreements with external entities are consistent with the mission and goals

The Vice President of Administrative Services signs off on all contract requests after careful review to ensure all contracts are consistent with college mission and goals ([IIID16-01](#)).

Contractual agreements with external entities are governed by institutional policies

The Los Angeles Community College District (LACCD) Board of Trustees (BOT) requires that all contracts be ratified within 60 days of the start of the contract. The college has put in place a technical reviewer in Administrative Services to ensure all BOT rules, district procedures, and college processes are followed ([IIID16-02](#)).

Contractual agreements with external entities contain appropriate provisions to maintain the integrity of the institution

The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services, and operations from the initial contract request to final contract approval ([IIID16-03](#), [IIID16-04](#)).

Analysis and Evaluation

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.

LATTC Vice President of Administrative Services performs a review of every contract that is requested before it is approved. This ensures that all contracts fall within the mission and goals of the college, with provisions that ensure integrity between contract entities and the college. This also protects the interests of the college and the district.

Conclusions on Standard III.D: Fiscal Resources

Planning - The LACCD has thorough and transparent processes for planning the financial resources needed to fund its Colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee (DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds are done with integrity and transparency so that 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.

Fiscal Responsibility and Stability – the District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. 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.

Contractual Agreements – 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.

Evidence List

[IIID1-01 LATTC Final Budget](#)
[IIID1-02 LACCD Budget Allocation](#)
[IIID1-03 Unrestricted General Fund Appropriations](#)
[IIID1-04 Restricted General Fund Appropriations by Program](#)
[IIID1-05 Unrestricted General Fund Open Orders and Ending Balances 2020-2021](#)
[IIID1-06 Enrollment Reports](#)
[IIID1-07 2020-2021 Final Budget pgs. 1-3](#)
[IIID1-08 Budget Formulation Instructions](#)
[IIID1-09 Budget Preparation Form 22-1](#)

[IIID1-10 Budget Preparation Form 22-3](#)
[IIID1-11 LATTC SharePoint: Planning & Budget Committee](#)
[IIID1-12 LATTC CARES Act Information June 2020](#)
[IIID1-13 Planning & Budget Committee minutes: 07-08-21](#)
[IIID2-01 Program Review Conceptual Framework](#)
[IIID2-02 Program Review Handbook](#)
[IIID2-03 Budget Formulation Instructions](#)
[IIID2-04 Monthly Financial Projections](#)
[IIID2-05 Planning & Budget Committee agenda: 04-14-21](#)
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[IIID3-04 Student Success Committee integrated plan 2017-2019](#)
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[IIID6-05 BFAP-SFAA revised allocation 2021-2022](#)
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[IIID8-01 CalCard training](#)
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[DIIID3-01 Budget Operation Plan Instructions 2021-22](#)
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[DIID7-01 Budget and Finance Committee December 2, 2020](#)
[DIID7-02 Board of Trustees Minutes March 3, 2021, pg. 7](#)
[DIID7-03 Financial Audit June 20, 2020 and 2019, pg.148](#)
[DIID8-01 Budget and Finance Committee Minutes June 16, 2021](#)
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[DIID9-01 AP 6305 Administrative Procedure on Reserves](#)
[DIID9-02 CCFS-311Q September 30, 2019](#)
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[DIID9-04 Annual Financial and Budget Report](#)
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[DIID10-01 BP6250](#)
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[DIID11-01 Financial State Review](#)
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[DIID11-05 External Audit, pgs. 17-18](#)
[DIID11-06 OPEB Report April 6, 2021](#)
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[DIID12-02 OPEB Asset](#)
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[DIID14-02 Board of Trustees Prop A December 6, 2000](#)
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[DIID14-04 Board of Trustees Measure J April 23, 2008](#)
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[DIID16-02 AP 6150](#)

[DIID16-03 AP 6330](#)
[DIID16-04 AP 6340](#)
[DIID16-05 AP 6365](#)
[DIID16-06 AP 6370](#)
[DIID16-07 Board of Trustees Minutes September 1, 2021](#)

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

Demonstrates opportunities for campus community to share ideas for improvement and innovation

- [IVA1-01 Town Hall recording](#): 04-23-22

Demonstrates opportunities for individuals to share ideas for improvement and innovation directly with President

- [IVA1-02 Invitation to President Office Hours](#): 04-25-22

Demonstrates systematic participative processes are used to assure effective planning and implementation

- [IVA1-03 College Council minutes](#): 4-19-21
- [IVA1-04 Campus climate survey](#)
- [IVA1-05 Campus climate survey email](#)

Analysis and Evaluation

LATTC has held town halls and the president provides regular opportunities for the campus community to share their thoughts and ideas about how to improve the college experience ([IVA1-01](#) and [IVA1-02](#)). Promising ideas that emerge from these informal, less structured dialogs move to the college's participatory governance processes. For example, based on these dialogs, the college decided to reach out to the Institutional Effectiveness Partnership Institute and secure a \$200,000 seed grant to improve several key areas of the college. This idea was vetted and approved through the college governance system, beginning with Educational Policies Committee, then Academic Senate, then College Council ([IVA1-03](#)). As the IEPI work developed, a Campus Climate and Morale Survey was conducted and the results were shared with several participatory governance committees and to the whole college via email ([IVA1-04](#),

[IVA1-05](#)).

- 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

Demonstrates policy and procedures for decision-making processes

- [IVA2-01 Participatory Governance and Planning Handbook](#)

Demonstrates administrator, faculty, staff, and student participation

- [IVA2-02 College Council charter](#)

Demonstrates manner in which students bring forward ideas

- [IVA2-03 ASO consultation with president agenda: 03-10-22](#)

Analysis and Evaluation

Participation in decision-making occurs through representation on college committees. The handbook includes the charters for all institutional committees outlining membership, charge, and decision-making authority ([IVA2-01](#)).

The College Council ([IVA2-02](#)) advises, counsels, and makes recommendations to the president on all major issues pertaining to the planning, staffing, budget, resource allocations, operations and mission of the college. Five committees report to College Council: Accreditation Steering Committee, Planning & Budget Committee, Safety Committee, Student Success Committee, and Work Environment Committee. In addition, the Academic Senate Program Review & Assessment Committee (PRAC) has an impact on all programs of the college and therefore brings approved recommendations to the college Council for ratification.

Students have membership on the college Council and all of its committees. In addition, the ASO Executive Committee and other constituency and labor groups have a monthly consultation with the college president and vice presidents ([IVA2-03](#)).

- 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

Demonstrates policy and procedures that defines roles of administrators and faculty in governance

- [IVA3-01 Participatory Governance and Planning Handbook](#)

Demonstrates faculty and administrators carrying out participatory governance roles

- [IVA3-02 College Council charter](#)

- [IVA3-03 College Council and Planning & Budget Committee membership](#)

Analysis and Evaluation

As outlined in the Participatory Governance and Planning Handbook ([IVA3-01](#)), faculty and administrators have a substantive role in institutional governance that relate to their areas of responsibility and expertise. Faculty and administrators co-chair all shared governance committees and committee composition include a representative number of each group ([IVA3-02](#), [IVA3-03](#)).

- 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

Demonstrates policy for recommendations about curriculum, programs, and services

- [IVA4-01 Curriculum Committee By-Laws](#)

Demonstrates procedure for recommendations about curriculum, programs, and services

- [IVA4-02 Prerequisites, Corequisites and Advisories on Recommended Preparation](#)

Demonstrates faculty and administrators carrying out roles regarding curriculum

- [IVA4-03 Curriculum Committee minutes: 02-23-21](#)

Demonstrates efficacy of policies and procedures

- [IVA4-04 Curriculum Committee Self-Evaluation 2020-2021](#)

Analysis and Evaluation

The Curriculum Committee By-Laws ([IVA4-01](#)) outline the policies that define responsibilities of faculty and academic administrators regarding curriculum and student learning programs and services. The Academic Senate Curriculum Committee is the structure for recommendations regarding curricular additions, deletions, and changes. The college has procedures in place, such as the procedure for prerequisites, corequisites and advisories, that delineate how changes in curriculum are made ([IVA4-02](#)). Faculty and administrators (as appropriate) are included in discussions of curriculum ([IVA4-03](#)). LATTC evaluates the efficacy of the curriculum policies and procedures through the annual committee evaluation process ([IVA4-04](#)).

- 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

Demonstrates policy for establishing governance structure

- [IVA5-01 Board Policy 2510: Participation in Local Decision-Making](#)

Demonstrates explanation of faculty perspective

- [IVA5-02 Article 32 of Agreement between LACCD and LA College Faculty Guild: Committees](#)

Demonstrates explanation of classified professional perspective

- [IVA5-03 Article 25 of Agreement between LACCD and SEIU Local 721: Committees](#)

Demonstrates policy and procedures that defines roles of administrators and faculty in governance including committee charters and membership

- [IVA5-04 Participatory Governance and Planning Handbook](#)

Analysis and Evaluation

The Los Angeles Community College Board of Trustees established the policy for establishing governance structures in Board Policy 2510, including recognition of Academic Senate, collegial consultation process, and appointment of representatives on committees, task forces, or other groups addressing academic and professional matters ([IVA5-01](#)). Both the faculty and classified professional unions have committee participation included in their bargaining agreements ([IVA5-02](#), [IVA5-03](#))

The LATTC Participatory Governance and Planning Handbook includes the college's governance policy and process, as well as charters for all committees ([IVA5-04](#)).

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Demonstrates documentation of decision-making results

- [IVA6-01 College Council agenda: 04-18-22](#)
- [IVA6-02 Student Success minutes: 12-02-21](#)
- [IVA6-03 LATTC SharePoint: Curriculum Committee](#)
- [IVA6-04 MadeAtTrade: 05-02-22](#)
- [IVA6-05 Friday Feast agenda: 03-04-22](#)
- [IVA6-06 Academic Affairs Deans meeting agenda: 05-17-22](#)

Analysis and Evaluation

All college committees prepare meeting agendas ([IVA6-01](#)) and take minutes ([IVA6-02](#)). These documents, along with any additional pertinent information are posted on the committee's website that all employees can access through the college's intranet ([IVA6-03](#)).

The college has several methods for sharing information widely across the institution including MadeAtTrade, a regular communication from the president to the campus-at-large ([IVA6-04](#)); Friday Feasts, a monthly meeting sharing information about Guided Pathways ([IVA6-05](#)), and standing department and division meetings ([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

Demonstrates regular evaluation of institutional governance policies and procedures

- [IVA7-01 Curriculum Committee Self-Evaluation 2020-2021](#)

Demonstrates communication of results of evaluations

- [IVA7-02 LATTC SharePoint: Self-Evaluations](#)
- [IVA7-03 Governance survey email](#)

Demonstrates using results as basis for improvement

- [IVA7-04 PRAC input for participatory governance focus group](#)

Analysis and Evaluation

Committees conduct annual self-evaluations ([IVA7-01](#)). These are posted on the College Council SharePoint site ([IVA7-02](#)).

As part of LATTC's IEPI process, the college conducted a college wide survey about shared governance. The results of the survey have been shared at several committee meetings as well as emailed to all employees ([IVA7-03](#)). The college will continue to use the results of the survey and input from committees to guide the work of the college ([IVA7-04](#)).

Conclusions on Standard IV.A: Decision-Making Roles and Processes

LATTC leaders create and encourage innovation leading to excellence. The college participatory governance system includes all constituencies and ensures consideration of the voices of all stakeholders. Participatory governance processes are defined in board policies and administrative procedures, all work is done transparently in open meetings, and all decisions are documented in minutes which are communicated to the college and community.

Evidence List

[IVA1-01 Town Hall recording](#): 04-23-22

[IVA1-02 Invitation to President Office Hours](#): 04-25-22

[IVA1-03 College Council minutes](#): 4-19-21

[IVA1-04 Campus climate survey](#)

[IVA1-05 Campus climate survey email](#)

[IVA2-01 Participatory Governance and Planning Handbook](#)

[IVA2-02 College Council charter](#)

[IVA2-03 ASO consultation with president agenda](#): 03-10-22

[IVA3-01 Participatory Governance and Planning Handbook](#)

[IVA3-02 College Council charter](#)

[IVA3-03 College Council and Planning & Budget Committee membership](#)

[IVA4-01 Curriculum Committee By-Laws](#)

[IVA4-02 Prerequisites, Corequisites and Advisories on Recommended Preparation](#)

[IVA4-03 Curriculum Committee minutes](#): 02-23-21

[IVA4-04 Curriculum Committee Self-Evaluation 2020-2021](#)

[IVA5-01 Board Policy 2510: Participation in Local Decision-Making](#)

[IVA5-02 Article 32 of Agreement between LACCD and LA College Faculty Guild: Committees](#)

[IVA5-03 Article 25 of Agreement between LACCD and SEIU Local 721: Committees](#)

[IVA5-04 Participatory Governance and Planning Handbook](#)

[IVA6-01 College Council agenda: 04-18-22](#)

[IVA6-02 Student Success minutes: 12-02-21](#)

[IVA6-03 LATTC SharePoint: Curriculum Committee](#)

[IVA6-04 MadeAtTrade: 05-02-22](#)

[IVA6-05 Friday Feast agenda: 03-04-22](#)

[IVA6-06 Academic Affairs Deans meeting agenda: 05-17-22](#)

[IVA7-01 Curriculum Committee Self-Evaluation 2020-2021](#)

[IVA7-02 LATTC SharePoint: Self-Evaluations](#)

[IVA7-03 Governance survey email](#)

[IVA7-04 PRAC input for participatory governance focus group](#)

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

Demonstrates responsibilities for president

- [IVB1-01 Board Rule 9802.10: Primary Responsibility and Board Rule 9802.11: Subsidiary Responsibility](#)
- [IVB1-02 Job announcement for president](#)

Demonstrates president-driven mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes

- [IVB1-03 College Council minutes: 02-28-22](#)
- [IVB1-04 Planning and Budget Committee minutes: 04-14-22](#)
- [IVB1-05 Leadership meeting agenda: 01-24-22](#)
- [IVB1-06 Executive meeting agenda: 05-17-22](#)

Demonstrates importance of a culture of evidence and a focus on student learning

- [IVB1-06 Executive meeting agenda: 05-17-22](#)

Demonstrates regular communication from president regarding values, goals, institution-set standards, and other relevant information.

- [IVB1-07 MadeAtTrade: 05-09-22](#)
- [IVB1-08 Convocation Programs: 2019, 2020, 2021](#)

Analysis and Evaluation

As the chief executive officer of the college, the president is responsible for ensuring the quality and effectiveness of the institution as dictated by the Los Angeles Community College district. This responsibility enables the college to meet its mission, goals, and objectives

through the efficient and effective use of its resources ([IVB1-01](#), [IVB1-02](#)).

The president carries out these charges and thus provides effective leadership by engaging in the college's shared governance structure. The president leads in the development and implementation of planning processes and assessment efforts through membership in the college Council ([IVB1-03](#)). In the monthly Planning and Budget Committee meetings, the president offers additional guidance around budgetary matters relevant to the college's resource allocation process ([IVB1-04](#)). The president utilizes the monthly President's Leadership Team meeting (i.e., deans, managers, vice presidents) and weekly meetings with the vice presidents to provide two-way communication around topics of college goals, student learning, and other relevant information ([IVB1-05](#), [IVB1-06](#)).

The president informs and engages the campus community across a variety of platforms including the college website, internal communications ([IVB1-07](#)), and college events ([IVB1-08](#)).

- 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

Demonstrates responsibilities for president

- [IVB2-01 Job announcement for president](#)

Demonstrates administrative structure reflects the college's purpose, size, and complexity

- [IVB2-02 Office of the President Organizational Chart](#)
- [IVB2-03 Academic Affairs Organizational Chart](#)
- [IVB2-04 Administrative Services Organizational Chart](#)
- [IVB2-05 Pathways, Innovation, and Institutional Effectiveness Organizational Chart](#)
- [IVB2-06 Student Services Organizational Chart](#)

Analysis and Evaluation

As stated in the job announcement, "the president provides leadership and advocacy for the college, is responsible and directly accountable for all college operations, and is a district team member on the chancellor's cabinet" ([IVB2-01](#)). To accomplish these responsibilities, the president delegates appropriate authority to a team of vice presidents ([IVB2-02](#)) who serve as advisors and maintain the day-to-day operations of the college:

- Academic Affairs ([IVB2-03](#))
- Administrative Services ([IVB2-04](#))
- Pathways, Innovation, and Institutional Effectiveness ([IVB2-05](#))
- Student Services ([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

Demonstrates collegial process that sets values, goals, and priorities

- [IVB3-01 College Council charter](#)
- [IVB3-02 Student Success Committee charge](#)

Demonstrates college sets institutional performance standards for student achievement

- [IVB3-03 ISS Presentation for IESS](#)
- [IVB3-04 ISS email to president](#)

Demonstrates educational planning is integrated with resource planning and allocation to support student achievement and learning

- [IVB3-05 Program review handbook](#)

Demonstrates allocation of resources supports and improves learning and achievement

- [IVB3-05 Program review handbook](#)

Demonstrates evaluation and planning rely on high quality research and analysis of external and internal conditions

- [IVB3-06 Environmental scan](#)

Demonstrates procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

- [IVB3-07 SSC minutes: 05-05-22](#)

Analysis and Evaluation

The president's participation in LATTC's shared governance committee meetings ensures the use of collegial processes to set institutional values, goals, and priorities occurs with full constituent participation ([IVB3-01](#), [IVB3-02](#)). The college's institutional-set standards (ISS) were presented to the Governing Board's Institutional Effectiveness and Student Success Committee under the direction of the CEO ([IVB3-03](#), [IVB3-04](#)).

The program review process ensures resource requests are integrated with program review plans to improve learning and achievement ([IVB3-05](#)).

To develop the strategic educational master plan (SEMP), an internal and external

environmental scan was conducted ([IVB3-06](#)). The SEMP guides the college's overall institutional planning and implementation efforts to achieve the mission of the institution. The Student Success Committee and College Council both evaluate the college's progress on the goals of the SEMP and make recommendations to the president ([IVB3-07](#)).

- 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

Demonstrates president's role in accreditation

- [IVB4-01 Job announcement for president](#)
- [IVB4-02 Executive team agenda: 03-08-22](#)
- [IVB4-03 Accreditation steering team meeting: 2-17-22](#)

Demonstrates president's role in ensuring campus understands accreditation

- [IVB4-04 MadeAtTrade: 05-09-22](#)
- [IVB4-05 ISER email from president to campus](#)

Analysis and Evaluation

As stated in the job description, the president will “direct and manage the processes necessary to ensure and support the continuation of the college's accreditation” ([IVB4-01](#)).

The ALO is the Vice President of Academic Affairs, who meets weekly with the president and the other vice presidents. The accreditation process is a regular item on their meeting agenda ([IVB4-02](#)).

The college established an Accreditation Steering team that includes representation from all constituency groups as well as all vice presidents. This is another channel through which the president can provide input as well as receive updates about the accreditation process ([IVB4-03](#)).

The president ensures the campus understands and is up to date on the accreditation process through communications such as MadeAtTrade and college-wide emails ([IVB4-04](#), [IVB4-05](#)).

- 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

Demonstrates implementation of statutes, regulations, and governing board policies

- [IVB5-01 President email about CalOSHA updates](#)
- [IVB5-02 President email regarding BP 2900 compliance](#)

Demonstrates institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures

- [IVB5-03 Participatory governance diagram](#)
- [IVB5-04 President email about budget review](#)
- [IVB5-05 3rd quarter enrollment budget review 2021-2022](#)

Analysis and Evaluation

The president provides regular communication with the college to ensure adherence to the statutory and compliance expectations of the board ([IVB5-01](#), [IVB5-02](#)). As appropriate, the president delegates the operational aspects of adherence to these statutes, regulations, and governing board policies to the vice presidents ([IVB5-03](#)).

As the final authority for the college, the president considers all constituency voices and information to ensure governance decisions are linked to the institutional mission. The president and VPs participate in a quarterly budget review to ensure effective control of budget and expenditures ([IVB5-04](#), [IVB5-05](#)).

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Demonstrates president's communication with campus

- [IVB6-01 MadeAtTrade](#): 05-09-22

Demonstrates president's communication with the campus and community

- [IVB6-02 Press release from president](#)

Demonstrates president's communication with community

- [IVB6-03 Community events attended by the president](#)
- [IVB6-04 LATTC external partners](#)

Analysis and Evaluation

The president, in collaboration with the public relations manager, uses emails ([IVB6-01](#)), press releases ([IVB6-02](#)), and events ([IVB6-03](#)) to connect with the community.

There are several organizations that are housed at LATTC that also provide the opportunity for the president to communicate with the community ([IVB6-04](#)).

Conclusions on Standard IV.B: Chief Executive Officer

The college president has primary responsibility for the quality of the institution and its effective planning, organizing, budgeting, staffing, and leadership. Since she was hired in 2020, just a month prior the closure of the campus due to the pandemic, she has obtained technical assistance from the Institutional Effectiveness Partnership Initiative to improve

college participatory governance, integrated planning and resource allocation, strategic enrollment management, and campus climate and morale. She has the primary role in accreditation, institutional improvement of teaching and learning, evaluation and planning based on high-quality research, resource planning and allocation to support and improve student learning and achievement, and the establishment of procedures to evaluate overall planning and implementation to achieve the mission of the college.

Evidence List

[IVB1-01 Board Rule 9802.10: Primary Responsibility and Board Rule 9802.11: Subsidiary Responsibility](#)

[IVB1-02 Job announcement for president](#)

[IVB1-03 College Council minutes: 02-28-22](#)

[IVB1-04 Planning and Budget Committee minutes: 04-14-22](#)

[IVB1-05 Leadership meeting agenda: 01-24-22](#)

[IVB1-06 Executive meeting agenda: 05-17-22](#)

[IVB1-06 Executive meeting agenda: 05-17-22](#)

[IVB1-07 MadeAtTrade: 05-09-22](#)

[IVB1-08 Convocation Programs: 2019, 2020, 2021](#)

[IVB2-01 Job announcement for president](#)

[IVB2-02 Office of the President Organizational Chart](#)

[IVB2-03 Academic Affairs Organizational Chart](#)

[IVB2-04 Administrative Services Organizational Chart](#)

[IVB2-05 Pathways, Innovation, and Institutional Effectiveness Organizational Chart](#)

[IVB2-06 Student Services Organizational Chart](#)

[IVB3-01 College Council charter](#)

[IVB3-02 Student Success Committee charge](#)

[IVB3-03 ISS Presentation for IESS](#)

[IVB3-04 ISS email to president](#)

[IVB3-05 Program review handbook](#)

[IVB3-06 Environmental scan](#)

[IVB3-07 SSC minutes: 05-05-22](#)

[IVB4-01 Job announcement for president](#)

[IVB4-02 Executive team agenda: 03-08-22](#)

[IVB4-03 Accreditation steering team meeting: 2-17-22](#)

[IVB4-04 MadeAtTrade: 05-09-22](#)

[IVB4-05 ISER email from president to campus](#)

[IVB5-01 President email about CalOSHA updates](#)

[IVB5-02 President email regarding BP 2900 compliance](#)

[IVB5-03 Participatory governance diagram](#)

[IVB5-04 President email about budget review](#)

[IVB5-05 3rd quarter enrollment budget review 2021-2022](#)

[IVB6-01 MadeAtTrade: 05-09-22](#)

[IVB6-02 Press release from president](#)

[IVB6-03 Community events attended by the president](#)

[IVB6-04 LATTC external partners](#)

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

The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees ([DIVC1-01](#) BP2010). The Board has established policies that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in Chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance, and educational quality ([DIVC1-02](#) BP2200). BP 2410 indicates the process for creation and regular review of Board Policies (BP 2410 Board Policies and Administrative Procedures; [DIVC1-03](#) BP2410).

The Board assures its role through actions taken in regular occurring monthly meetings ([DIVC1-04](#) BOTMtgSchedule; [DIVC1-05](#) BOTAgenda050521) and through an established committee structure defined in Board Policy 2220 ([DIVC1-06](#) BP2220). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity ([DIVC1-07](#) BudFinCmtMin012021; [DIVC1-08](#) FMPOCMins111820; [DIVC1-09](#) IESSMins021721; [DIVC1-10](#) LegPubMins031721). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability ([DIVC1-11](#) BoardGoals042922V2).

Analysis and Evaluation

Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs, and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees, and Board policy actions.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The Board is committed to an ethical code ([DIVC2-01](#) BP2715), which includes recognizing “that governing authority rests with the entire Board, not with me as an individual.” All Board members go through an orientation that explains Board Policies and the role of individual members ([DIVC2-02](#) BOTOrientation; [DIVC2-03](#) BOTOrientationProc; [DIVC2-04](#)

BOTStudentOrient21; [DIVC2-05](#) BOTStudentCM). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training ([DIVC1-11](#) BoardGoals042922V2). ACCJC training was provided during a public session to meet this goal ([DIVC2-06](#) BOT_ACCJC_051721).

Analysis and Evaluation

Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active 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

The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 ([DIVC3-01](#) BR10309pgs14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 ([DIVC3-02](#) BR10105_13). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435, respectively, upon approval of the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the Board through the board goals, board self-evaluation process, and Chancellor's evaluation ([DIVC1-11](#) BoardGoals042922V2). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal ([DIVC3-03](#) BOTSpecMtg012022; [DIVC3-04](#) ChanEmpApproval). The current Chancellor has been in office since 2014.

AP 7120 defines the selection process for College Presidents ([DIVC3-05](#) AP_7120). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session ([DIVC3-06](#) ELACPresAppt). All contract renewals are based on annual evaluations with final approval by the Board ([DIVC3-07](#) PresContractExt).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 ([DIVC3-08](#) HR_E-210). Annual evaluations ([DIVC3-09](#) BOT_CS_011222) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument ([DIVC3-10](#) HR_E-210A). The individual being evaluated is provided the

opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument ([DIVC3-11](#) HR_E-210B). Contributor groups include faculty, staff, and administrative representatives.

AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. The current College President has been in place since January 2020 ([IVC3-01](#)).

Analysis and Evaluation

The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole ([DIVC4-01](#) BP2100). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality ([DIVC4-02](#) BP2015; [DIVC4-03](#) StudentTrusReso).

BP 2200 ([DIVC1-02](#) BP2200) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 ([DIVC4-04](#) BP2710) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 ([DIVC2-01](#) BP2715) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda ([DIVC4-05](#) BP2310; [DIVC1-05](#) BOTAgenda050521). In addition, members of the public may request an item on the agenda for Board consideration ([DIVC4-06](#) BP2340).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 ([DIVC4-04](#) BP2710). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics ([DIVC2-01](#) BP2715). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process ([DIVC4-07](#)

BOTSpecMtg012222; [DIVC4-08](#) BOTSelfAssess0122; [DIVC4-09](#) ACCTPresentation).

Analysis and Evaluation

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds 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

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](#) BP_2200). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process ([DIVC5-01](#) IESSPolicyRev). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

<u>Committee</u>	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 Districtwide 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](#) BP2410). The Board establishes the District Mission ([DIVC5-02](#) BP1200), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan ([DIVC5-03](#) BOT_DSP011018pg99), College Mission statements ([DIVC5-04](#) IESSAgen011922; [DIVC5-05](#) BOT_LAMC020222) and College Educational Master Plans ([DIVC5-06](#) BOT_EMP110420) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans ([DIVC5-07](#) IESS_SEMP081920). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis ([DIVC5-08](#) IESS_Agenda31622). Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing ([DIVC5-09](#) BudFin051921). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability ([DIVC4-07](#) BOTSpecMtg012222; [DIVC4-08](#) BOTSelfAssess0122; [DIVC4-09](#) ACCTPresentation; [DIVC1-11](#) BoardGoals042922V2). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation

The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality, and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board 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 BP2010) BP 2015 Student Trustee (DIVC4-02 BP2015)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (DIVC1-02 BP2200) BP 2410 Board Policies and Administrative Procedures (DIVC1-03 BP2410)
Board Structure	BP 2210 Officers (DIVC6-01 BP2210) BP 2220 Committees of the Board (DIVC1-06 BP2220)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (DIVC6-02 BP2305) BP 2310 Regular Meetings of the Board (DIVC4-05 BP2310) BP 2315 Closed Sessions (DIVC6-03 BP2315) BP 2330 Quorum and Voting (DIVC6-04 BP2330) BP 2340 Agendas (DIVC4-06 BP2340) BP 2355 Decorum (DIVC6-05 BP2355) BP 2430 Delegation of Authority to the Chancellor (DIVC6-06 BP2430) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-07 BP2610) BP 2716 Board Political Activity (DIVC6-08 BP2716) BP 2720 Communications Among Board Members (DIVC6-09 BP2720) BP 2745 Board Self-Evaluation (DIVC6-10 BP2745)

The Board Policies are housed publicly on BoardDocs ([DIVC6-11](#) BPs_on_BoardDocs), which is accessible from the District home page ([DIVC6-12](#) LACCD_Website_Home).

Analysis and Evaluation

The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval ([DIVC6-13](#) BOTApprCh2Policies).

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/ system mission and revises them as necessary.**

Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies. Regular meetings are held monthly ([DIVC7-01](#) BOTMtgSchedBDocs) and established subcommittees meet regularly in accordance with policy ([DIVC7-02](#) SubcmtMtgPostings). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement ([DIVC4-07](#) BOTSpecMtg012222; [DIVC4-08](#) BOTSelfAssess0122; [DIVC4-09](#) ACCTPresentation).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous 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](#) BP_AP_Matrix). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board ([DIVC7-04](#) DASCh5Approval; [DIVC7-05](#) SACCh5Approval). The Board approved the newly reformatted chapters and rescinded legacy policies ([DIVC7-06](#) BOTCh4Approval). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies ([DIVC6-13](#) BOTAprCh2Policies).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule ([DIVC7-07](#) BP2410). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary ([DIVC7-08](#) Gov_Handbook; [DIVC7-09](#) AP2510). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes ([DIVC1-03](#) BP2410). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District ([DIVC7-08](#) Gov_Handbook). All Policies are reviewed for effectiveness and brought to Board for review through noticing ([DIVC7-10](#) BOT_Noticing) and approval of the Board ([DIVC7-06](#) BOTCh4Approval), and for more detailed review at the subcommittee level as needed ([DIVC7-11](#) IESSCh4Review). The Board is informed in their decision-making by a system of consultation ([DIVC7-12](#) BP2510; [DIVC7-09](#) AP2510) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation ([DIVC7-13](#) BP2900; [DIVC7-14](#) AP4100).

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This committee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies and programmatic changes ([DIVC1-06](#) BP2220). The IESS has regular reviews of progress made on the District Strategic Plans ([DIVC8-01](#) IESSStudOut051921; [DIVC8-02](#) IESS_Award_Trends). In addition, the committee regularly works with staff to review success issues of important ([DIVC8-03](#) AB_705_English, [DIVC8-04](#) IESS_Equity_Plans).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets ([DIVC8-05](#) BOTRevLocalGoals). The Board also uses the Committee of the Whole to investigate important student success subjects ([DIVC8-03](#) AB_705_English; [DIVC8-06](#) COW_AAOI). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets ([DIVC1-11](#) BoardGoals042922V2).

Analysis and Evaluation

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years ([DIVC4-01](#) BP2100). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 ([DIVC9-01](#) BP2740), that includes a review of the roles and responsibilities of Trustees ([DIVC4-07](#) BOTSpecMtg012222; [DIVC4-08](#) BOTSelfAssess0122; [DIVC4-09](#) ACCTPresentation).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees ([DIVC9-02](#) BOT_PD040319; [DIVC9-03](#) BOT_PD010820). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students ([DIVC9-04](#) ACCT2019). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas ([DIVC9-05](#) BOT_PD100219; [DIVC9-06](#) BOT_PD120419). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues ([DIVC9-07](#) COW_AB705_042419; [DIVC9-08](#) COWBudEnroll060320).

Analysis and Evaluation

The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals ([DIVC6-10](#) BP2745). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process ([DIVC4-08](#) BOTSelfAssess0122). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process ([DIVC10-01](#) BOTSpecMtg012021; [DIVC10-02](#) BOTSpecMtg020621). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability ([DIVC4-07](#) BOTSpecMtg012222; [DIVC4-09](#) ACCTPresentation; [DIVC1-11](#)_BoardGoals042922V2).

Analysis and Evaluation

The Board has established policies dictating annual self-evaluations and goal setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office ([DIVC4-04](#) BP2710). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of Board operations ([DIVC4-04](#) BP2710). The Board members annually submit these disclosures ([DIVC11-01](#) Form700). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest ([DIVC2-01](#) BP2715). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports ([DIVC11-02](#) BP6410). The policy calls for complaints made regarding

the Board of Trustees acting as a whole 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](#) BP2715).

Analysis and Evaluation

The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure 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

The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([DIVC6-06](#) BP2430). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies ([DIVC1-03](#) BP2410). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation ([DIVC6-06](#) BP2430). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board ([DIVC12-01](#) ChanRptpg16).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process ([DIVC1-11](#) BoardGoals042922V2). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting sessions ([DIVC6-06](#) BP2430). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the District Governance Handbook ([DIVC7-08](#) Gov Handbook), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation

The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of board goals, and the evaluation of the Chancellor based on board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the district.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board is provided with information on the role of the Board in their initial orientation ([DIVC2-02](#) BOTOrientation; [DIVC2-03](#) BOTOrientationProc; [DIVC2-04](#) BOTStudentOrient21; [DIVC2-05](#) BOTStudentCM). In addition, the Board has established Board education on accreditation as one of its Board Goals ([DIVC1-11](#) BoardGoals042922V2). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role ([DIVC2-06](#) BOT_ACCJC_051721; [DIVC13-01](#) BOTACCJCTrain051621).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics ([DIVC1-06](#) BP2220). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC ([DIVC13-02](#) IESS_Midterm012220). The Board as a whole is presented with and approves all accreditation reports ([DIVC13-03](#) BOT_ACCJC_020520).

Analysis and Evaluation

The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal setting process.

Conclusions on Standard IV.C: Governing Board

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

[IVC3-01](#) Board appoints president

[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, pgs. 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](#) BP2410

[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](#) DSP18-23) and through the establishment of a clear vision for District success and equity ([DIVD1-02](#) FrmwrkRacEquity20). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and

effectiveness ([DIVD1-03](#) BoardGoals042922V2).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor ([DIVD1-04](#) BP2430). Any administrative action required by decisions of the Board are the purview of the Chancellor. Board Policy 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

The District has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. Board Policy 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of district property, procurement, budget, accounting, audits, and the protection of assets and persons ([DIVD1-05](#) BP6100). The Chancellor has the authorization, granted to him by Board Policy 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures ([DIVD1-06](#) BP7110).

The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC 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](#) DPC052821).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle ([DIVD2-02](#) AccredCmt082120; [DIVD2-03](#) AccredMatrix). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

In order to assure that the District is supporting the Colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and 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](#) GovSurveySpr21; [DIVD2-05](#) GovSurveyResults21).

Analysis and Evaluation

The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has a process for allocating sufficient resources to the Colleges. The Budget Allocation Model was developed and approved through District Governance ([DIVD3-01](#) ECDBCAGenda042319; [DIVD3-02](#) DBCMins051519) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model ([DIVD3-03](#) DBC060921). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy ([DIVD3-04](#) DebtModel) that takes into consideration the needs of the colleges, cost controls, and accountability ([DIVD3-05](#) AcctbltyModel).

The LACCD most recent annual audit demonstrates the district reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits ([DIVD3-06](#) ExtAuditRep2020).

Analysis and Evaluation

The District has an approved allocation model that focuses on providing resources to Colleges to support 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 districtwide.

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 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 ([DIVD4-01](#) PresJobDescription).

College presidents also have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year ([DIVD3-05](#) AcctbltyModel).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals ([DIVD4-02](#) HR_E-210A). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement ([DIVD4-03](#) HR_E-210B; [DIVD4-04](#) HR_E-210C).

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

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](#) LACCCDSP). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 ([DIVD5-02](#) DPC_DSP062017). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership ([DIVD5-03](#) DPC_DSPRecs).

The District Strategic Plan was approved by the Board in January 2018 ([DIVD5-04](#) BOTAgenda011018) 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](#) IESS_Planning) and approved by the Board as a whole ([DIVD5-06](#) BOTAgendaCollPlan).

Analysis and Evaluation

The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The District also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

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 Districtwide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees ([DIVD6-01](#) IESSAgenda032019; [DIVD6-02](#) BOTAgenda040319). Since then, the District has moved over 30 governance committees to

BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes ([DIVD6-03](#) BoardDocsCmts; [DIVD6-04](#) BDocsSamplePost; [DIVD6-05](#) DASAagenda050919). 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](#) A&RAgenda062221); Chief Instructional Officers Council ([DIVD6-07](#) CIOCouncil040721); Chief Student Services Officer Council ([DIVD6-08](#) CSSOCouncil050421); District Administrative Council ([DIVD6-09](#) DACAgenda062521); District Adult Education Deans Committee ([DIVD6-10](#) AEDeans031921); District Career Education Deans Committee ([DIVD6-11](#) CEDDeans011322); Financial Aid Committee ([DIVD6-12](#) FACAgenda050621).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions ([DIVD6-13](#) DASExecCons061121; [DIVD6-14](#) AFT1521Cons061421). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in 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. To maintain regular and complete communication, the LATTC college president meets with constituency and labor groups on a monthly basis ([IVD6-01](#)).

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](#) Cabinet03112020). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making ([DIVD6-16](#) PresCouncil020720). At LATTC, the college president provides reports at the monthly College Council meetings, and weekly through her "MadeAtTrade" email newsletter which contains information updates ([IVD6-02](#)).

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all

constituencies ([DIVD6-17](#) GovSurvComp21). The evaluations noted a need to improve communication and dissemination of actions taken.

Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment ([DIVD6-18](#) ChanMoRpt0621). In fall 2021, the District launched the quarterly “Governance Update” that provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District ([DIVD6-19](#) EPIEGovNewsltr).

Analysis and Evaluation

The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making materials and report out of actions taken. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor’s reports and quarterly Governance Updates have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook ([DIVD7-01](#) GovHandbook). This document is regularly reviewed through the District governance committees - surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

The district level Governance and Decision Making Assessment Survey ([DIVD6-17](#) GovSurvComp21) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Student Organizations.
- Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and 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](#) GovSurveyComp2019). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making ([DIVD7-03](#) DPCSurveySp21). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year ([DIVD7-04](#) DBCSelEvalF20; [DIVD7-05](#) DPCSelfEvalSp22). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services provided by the ESC and how to improve them in the future ([DIVD7-06](#) ESCSurveyResults21).

The survey seeks input common across all units that include the following questions:

1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a timely manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

These evaluations are used to improve services provided to the Colleges and as part of the overall assessment of role delineation.

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services ([DIVD7-07](#) ITEvalApproval). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges ([DIVD7-08](#) ITEvalSummary). The recommendation led to a significant shift to a centralized model of IT in an effort to support the Colleges in meeting their missions ([DIVD7-09](#) ITServiceModel). The District also contracted an external evaluation of Human Resources ([DIVD7-10](#) HREvalContract). The resulting evaluation was used to guide improvements in Human Resources to better support the Colleges including improvements in policies and practices and utilizing automation and technology to increase support ([DIVD7-11](#) HRUpdates19). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusions on Standard IV.D: Multi-College Districts or Systems

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

[IVD6-01](#) Consultations

[IVD6-02](#) MadeAtTrade: 06-09-22

[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](#) 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

The college recognized an opportunity to enhance areas of continued development, and subsequently expressed interest in Partnership Resource Team (PRT) assistance from the [Institutional Effectiveness Partnership Initiative](#) (IEPI). Two years of executive-level administrative changes, a pause in rolling out the remaining meta majors, and the standstill of the development of a pathway resource and funding model are several factors that support the request. This college-wide process includes but is not limited to (1) reviewing the work that Trade-Tech has accomplished, (2) conducting environmental scans to learn from other successful colleges, and (3) acquiring resources (consultants, professional development activities, etc.) to implement or complete the college's plans and processes. Participating in this IEPI process, together as a college, helps to build, unify, and strengthen campus networks and teams. The college president, hired 24 February 2020 (one month before the COVID-19 pandemic), sent the initial correspondence and led IEPI Focus Group Area A team until a chair was identified. Once chair positions were filled, focus group work was distributed to the respective teams identified below.

- Focus Group A: Participatory Governance
- Focus Group B: Strategic Enrollment Management
- Focus Group C: Campus Climate and Morale

Project 1: Participatory Governance

Introduction and Rationale

Focus Group A will clarify and improve decision-making and participatory governance structures. The following are the expected outcomes:.

1. Update the LATTC College Participatory Governance & Planning Handbook
2. Environmental scan to understand all existing formal and informal structures
 - Department org charts
 - Committees
 - Workgroups
 - Councils
 - Taskforces
3. Review and plan for updating the LATTC Strategic Plan

The following questions will be explored.

1. What are the principles of shared governance?
2. What are our shared values as a college?
3. How often should the Handbook be reviewed and updated?
4. Would a Business Process Analysis (BPA) be helpful for our college in understanding our structure?
5. How can morale be increased through the governance structure hierarchy?

6. What are the best practices in building a culture of collegiality?
7. How do we ensure appropriate professional development to make sure the college community understands the principles of participatory governance?

Anticipated Impact on Student Learning and Achievement

The new participatory governance structure will include student voices and elevate their participation in planning and decision-making processes for the institution. Considering the student voice in planning and decision making will help to ensure that the institution acts with a student-centric focus and strives to keep success for all students at the fore.

Outcome Measures

LATTC will hire a technical expert in California Community colleges participatory governance (PG) systems to guide and motivate the development of a revised PG system. As the system is developed, Focus Group A will encode the structure in a new PG handbook. The college will roll out the new PG system in fall 2022 and will survey the entire college in winter 2023 to gather impressions and feedback on the new system.

Project Action Plan(s)

Activity	Responsible Party	Resources Required	Timeline
Engage consultant	VP, PIIE	Time, funding	12/2021 – 12/2022
Develop governance system and PG handbook	VP, PIIE	Time	3/2022-8/2022
Roll out new PG structure	VP, PIIE	Time	9/2022-16/2023
Provide PG professional development	VP, PIIE	Time, funding	9/2022-6/2023
Survey college about new PG system	VP, PIIE	Time, funding	8/2023-10/2023

Project #2: Strategic Enrollment Management

Introduction and Rationale

Focus Group B will engage more deeply and in a more impactful way in strategic enrollment management (SEM) practices to move SEM initiatives forward. The following are the overall SEM expected outcomes

1. Develop an inclusive and collaborative SEM plan
2. Develop student-centered systems to monitor and assess the efficacy of enrollment planning, scheduling plans, and outcomes
3. Analyze current and potential outreach efforts and how best to coordinate those efforts
4. Create an integrated master calendar of annual enrollment-related activities
5. Provide professional development in SEM across the college

Anticipated Impact on Student Learning and Achievement

SEM encapsulates the fiscally responsible efforts that the college will take to prepare to receive students, bring them in, and make sure they are supported as necessary so they all achieve

success and complete, moving on to further education, great careers, and happy lives.

Outcome Measures

The majority of LATTC SEM efforts, to be encoded in the SEM plan, will focus on the key areas of Adult Education, Dual Enrollment, Online Education, College Promise, Retention and Persistence, Student Basic Needs, Outreach, and Marketing and Social Media. The college will develop specific objectives and targets for each of these areas, with an overall goal of increasing college FTES by 12% from 2021-2022 to 2024-2025.

Project Action Plan(s)

Activity	Responsible Party	Resources Required	Timeline
Engage consultant	VPAA	Time, funding	3/2022-8/2022
Establish Enrollment Management Team	VPAA	Time	5/2022-8/2022
Develop SEM plan	VPAA	Time	4/2022-8/2022
Roll out SEM plan	VPAA	Time	8/2022-12/2022
Provide collegewide SEM professional development	VPAA	Time, funding	9/2022-6/2023

Project #3: Campus Climate and Morale

Introduction and Rationale

Focus Group C will work to assess the current campus climate and then create spaces, activities, and practices to reinforce the importance of all persons and constituency groups to improve campus climate and morale. The following questions will be explored.

How can the community perspective of the college be improved?

1. How can we build morale throughout the campus?
2. What activities could promote transparency and trust?
3. How do we maintain a culture of civility and respectful communication even when we disagree as colleagues?
4. How can we incorporate our campus conversations in line with the chancellor's Framework Racial Equity and Social Justice?
5. How can we focus and communicate all the good work being done internally and externally at Trade?
6. How can our campus improve our communication? What are the best methods to communicate?

Anticipated Impact on Student Learning and Achievement

Students engage better when they have a good user experience. By creating a more welcoming, supportive, and positive environment on campus, students will complete their coursework, persist from semester to semester, achieve high levels of learning, complete, and move on to further education, great careers, and happy lives.

Outcome Measures

Both employee and student satisfaction should improve with a more positive, supporting campus environment. Retention, persistence, success, and completion will rise.

Project Action Plan(s)

Activity	Responsible Party	Resources Required	Timeline
Assess current campus climate	VPSS	Time, funding	11/2021-3/2022
Join IEBC's Caring Campus	VPSS	Time, funding	2/2022-6/2023
Host external speaker series on customer service, effective teamwork, and positive interpersonal communications	VPSS	Time, funding	5/2022-6/2023
Develop onboarding and outreach tools and train campus in their use	VPSS	Time, funding	9/2022-6/2023
Reassess campus climate	VPSS	Time, funding	9/2023-12/2023