

PEER REVIEW TEAM REPORT

West Los Angeles College
9000 Overland Ave.
Culver City, CA 90230

This report represents the findings of the Peer Review Team that conducted a focused site visit to West Los Angeles College from February 27 - March 1, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Byron D. Clift Breland
Team Chair

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**West Los Angeles College
Peer Review Team Roster
TEAM ISER REVIEW**

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ACCJC STAFF LIAISON

Dr. Catherine Webb
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FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: West Los Angeles College

DATES OF VISIT: February 27, 2023

TEAM CHAIR: Dr. Byron D. Clift Breland

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

A six-member peer review team conducted a Focused Site Visit to West Los Angeles College from February 27th to March 1st, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on February 24th to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 20 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held two open forums, one virtual and one in person, which were well attended, and provided a venue for the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

College Commendations:

The team commends the College for its sustained, substantive, and collegial dialog about student equity, academic quality, and continuous improvement of student learning and achievement (I.B.1).

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

District Commendations:

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

District Recommendations to Meet Standards:

None.

District Recommendations to Improve Quality:

None.

Introduction

West Los Angeles College (West) is one of nine Los Angeles Community College District (LACCD) campuses, serving several LA county communities, including West Adams, the Crenshaw District, Baldwin Hills/Ladera, Culver City, Palms, Venice, Marina del Rey, Westchester, and West Los Angeles. The College opened its doors on February 10, 1969, with an enrollment of around 1,700 students and a faculty of 31 professors. Today, West Los Angeles College boasts an enrollment of around 10,000 students, 105 full-time faculty members, 381 part-time faculty members, 18 administrators, 165 classified staff and in 2022 awarded 2,902 degrees and certificates.

West Los Angeles College's service area has a population of 723,508 residents, which represents 18% of the total population of the City of Los Angeles. West Los Angeles College's physical location has inspired innovations in climate change education and sustainability. The College is immediately adjacent to one of the largest urban oil producing regions in the country, the Inglewood Oil Field. West Los Angeles College created a Climate Change & Environmental Studies Associate of Arts degree, which is the first in the nation. The College formed a Sustainability Committee with members from all campus constituencies, including students, staff, and faculty. The District leveraged West Los Angeles College's work when the Board of Trustees approved the "Clean Energy and Sustainability Resolution.

West Los Angeles College's student credit enrollment over the past six years, shows that from Fall 2015 to Fall 2019, West's annual unduplicated headcount climbed from 11,449 students to 13,437. Since 2019, the College has experienced a 14% decline in credit enrollments at an average rate of -3% year-to-year. The number of first-time students who were enrolled full-time went from 560 in Fall 2015 (44% of enrolled students) to 441 in Fall 2020 (37% of enrolled students). The proportion of students who were full-time students at West Los Angeles College has gradually decreased from 25% of all students in Fall 2015 to 18% in Fall 2020. From Fall 2019 to Fall 2020, there was a larger decline in full-time enrollment among first-time students than all credit students (-35% vs -24%, respectively).

During the focused site visit, and in the Institutional Self-Study, the team recognized that there were repeated mentions of the campus' focus on collaborating and being inclusive of all members of the campus community, including students.

Eligibility Requirements

1. Authority

The team confirms that West Los Angeles College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The College operates under the authority of the State of California Education Code, which establishes the California community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901). The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the College is operational and provides educational services to approximately 11,500 unduplicated student enrollments for the Fall 2020 semester. The College meets the Eligibility Requirement.

3. Degrees

The team confirmed that the College offers 35 associate of arts degrees, 14 associate of science degrees, 20 associate of arts for transfer degrees, 12 associate of science degrees for transfer and a bachelor of science degree in Dental Hygiene. In the 2020-2021 year, The College awarded 42 bachelor's degrees, 1,224 associate degrees, and 1,636 certificates for programs of at least one year but less than two years. The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the Board of Trustees employs a Chancellor as the Chief Executive Officer of the Los Angeles Community College District (LACCD) that has direct oversight of the President of West Los Angeles College. The President of West Los Angeles College serves as the Chief Executive Officer of the College and was appointed by the LACCD Board of Trustees in October 2016. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the LACCD Chancellor and West Los Angeles College President to administer board policies and implement administrative procedures. The College meets the Eligibility Requirement.

5. Financial Accountability

The evaluation team confirmed that West Los Angeles College, within the Los Angeles Community College District, performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated District/College responses are appropriately documented. Audits for 2020-2021 and 2021-2022 note District compliance with federal programs and received unqualified opinions. The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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

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

Evaluation Items:

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

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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

Narrative:

The College utilized all available opportunities in meetings open to the public and newsletter announcements to inform the community of the Institutional Self Evaluation Report process. The College President made additional announcements when attending public events.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each

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

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

Conclusion Check-Off (mark one):

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

Narrative:

The team found that West Los Angeles College showed that it defines, sets, and reviews achievement benchmarks, including job placement rates and exam pass rates where programs have associated licensure exams. Institution Set Standards and Goals are analyzed regularly. Results are used in program-level and institution-wide planning to support its mission.

Credits, Program Length, and Tuition

Evaluation Items:

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

	<i>Hour, and Academic Year.</i>
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[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

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

Narrative:

The College meets the policy requirements based on the team’s review of the ISER and associated evidence.

Transfer Policies

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

The College meets the requirements based on the team’s review of the ISER and associated evidence.

Distance Education and Correspondence Education

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

The team reviewed college policies, online course areas, and interviewed relevant employees during the site visit and found the College to be compliant with the Distance Education policy requirements.

Student Complaints

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

The team reviewed college policies, procedures, location of student records and complaint files and interviewed relevant employees during the site visit and found the College to be compliant with requirements related to student complaint.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

The review of the evidence, including the catalog and website by the Team verified that the College provides accurate and timely information to students and the public about its programs, locations, and policies. The Team found that West Los Angeles College informs the public and students of its accreditation status via its website, both concerning its status with ACCJC and other specialized program accreditations and certifications.

Title IV Compliance

Evaluation Items:

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

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

Conclusion Check-Off:

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

Narrative:

The College demonstrates compliance with Federal Title IV regulations and US ED requirements. The College has no Department of Education findings and the student loan default rate is within the acceptable range. The Team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The College mission clearly outlines the purpose and intent of the institution, describes communities being served, and presents the degrees and certificates offered. The mission is at the center of institutional planning, strategic planning, and program/service planning, and serves as a guide for resource allocation. The College has adopted a crosswalk framework that connects the College mission to programs and services through learning and service outcomes. The College widely publishes and distributes the mission to the college and community. The mission is reviewed and updated on a cycle basis.

Findings and Evidence:

The College mission describes the institution's broad educational purposes, the intended student population, the types of degree and other awards offered, and the institutional commitment to student learning and student achievement.

The College's mission statement relates the institution's broad educational purpose to offer "a transformative educational experience . . . through quality instruction, programs, supportive services, community partnerships, and career development." The mission encompasses the intended student population with the vision statement of "A pathway to success for every student." The College demonstrates its commitment to equitable student learning and achievement as referenced by the College values of equity, excellence, ethics, empowerment, and engagement (I.A.1).

The College mission is activated through the 2021-2026 Educational Master Plan (EMP). The EMP serves as the focal point for institutional strategic planning and program planning efforts at the college. The Educational Master Plan references the purpose of the plan:

- "Effective pursuit of WALC's mission statement" (p. 7);
- "Undergirding the Educational Master Plan are fundamental components of effective institutional management in support of our Mission, Vision, and Values" (p. 7); and
- "The WLAC Mission is the foundation for the EMP, and the EMP in turn, serving as the College's strategic plan, is intended to drive the other major College-wide plans and to

inform significant institutional decisions and initiatives. In other words, the EMP guides the College in achieving its mission by identifying goals, strategies, and activities for the coming years. West evaluates progress in fulfilling its mission and meeting the goals of its EMP” (p. 8)

The College utilizes governance planning bodies and institutional stakeholders to develop short-term actions to ensure the achievement of college goals in pursuit of meeting the needs of students. Progress on institutional goals and plans are associated with qualitative and quantitative metrics and shared through the various governance committees at the College (I.A.2).

The College has aligned the institutional student learning outcomes (ISLOs) with the College mission. In concert with this practice, the College has adopted a crosswalk between the ISLOs and program student learning outcomes (PSLOs) and services area outcomes (SAOs). All instructional programs and services have PSLOs or SAOs and, therefore, the College has drawn connection between programs, services, and the mission.

As stated in earlier observations, the mission is the cornerstone of the College’s EMP and strategic plans (e.g., Facilities Master Plan, Technology Master Plan) (EMP, p. 7). To support institutional-wide planning, decision-making, and resource allocation, unit-level program reviews are conducted in alignment with the EMP goals and objectives which include goals for student learning and achievement. The linkage between programmatic and service planning goals and the EMP goals is referenced in the Program Review User Guide (p. 16-17). Program review follows a six-year planning and implementation cycle with annual progress updates.

Throughout the annual planning process, resource requests emerge from the program reviews and are prioritized by the College Planning and Institutional Effectiveness (PIE) committee. The PIE committee’s prioritization process is guided by a set of College Council agreed-upon set principles for prioritizing programs and services with one of the top factors being the support of the College mission (Principle #3 on the Prioritizing Programs and Services Document). In addition, the College utilizes a rubric for prioritizing resource requests which includes a rated metric associated with a “Focus on Mission” as one of the criteria (Rubric for Prioritizing Program Review Resource Requests, p.2) (I.A.3).

The mission is published and broadly distributed throughout the College and community as referenced through the College website, College Catalog, the EMP, College Governance Handbook, and on meeting agendas and minutes.

The college follows a cyclical and collaborative process for reviewing and updating the mission every two years. The last review was conducted during the 2020-21 academic year and adopted in July 2021 (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College clearly outlines a continuous improvement review process of its educational programs and services in the Educational Master Plan. Program review is the primary source associated with reporting program improvement, as well as the venue where student learning outcomes are evaluated. The governance structure, town halls, and the College's website are utilized to communicate institutional performance.

Findings and Evidence:

The College uses its governance structure for dialog on student outcomes, student equity, and academic quality in support of continual improvement of student learning and achievement. The College's Student Learning Outcomes committee provides campus wide, as well as department guidance and training on assessment of learning outcomes. The College's Student Equity Plan, Black Student Success Taskforce and the Black Student Union, along with the Inclusivity, Diversity, and Equity Alliance Focused Inquiry Group (FIG) demonstrate a commitment to equity in alignment with the mission statement. Of particular note, the College has maintained sustained dialog and collaboration related to the improvement of the distance education program. Interviews with students, faculty, staff, and administrators held during the focused site visit illuminated a strong, inclusive, and effective commitment to raising the quality of distance education offerings and improving the associated student success and experience. Moreover, the team found that faculty, staff, and administrators demonstrated a strong, inclusive, and effective commitment to institutional improvement and student success (I.B.1).

The College utilizes outcome assessment data and program reviews to develop action plans for continuous improvement. The institution is migrating to eLumen software to document and report on these efforts (I.B.2).

The College reviews and sets Institutional Set Standards each fall semester through the Planning and Institutional Effectiveness (PIE) Committee, which are subsequently published on the committee's webpage. Reports are also posted on the College's accreditation website (I.B.3).

Student learning outcomes are assessed through the Annual Poster Showcase as well as the Self-Reported Achievement on the District Student Survey. In addition, program review is used

to identify gaps and determine allocation of resources. The College uses disaggregated data to identify priorities and continuous improvement efforts (I.B.4).

The College has an established program review process that includes an ongoing evaluation of programs and services. Data is disaggregated by student demographics, as well as mode of instructional delivery. The College provides California Community College Chancellor's Office data and Integrated Postsecondary Education Data System (IPEDS) data, which also includes disaggregated data. A Program Review User Guide provides detailed information on the process as well as instructions on how to complete a program review. The Student Equity Dashboard provides visual, longitudinal data on course success rates at the college level, as well as by different ethnic groups and how they compare to the established ISS. The Principles for Prioritizing Programs and Services outlines decision making and prioritization of resources (I.B.5).

Disaggregated data analysis identified equity gaps leading to the development of a Student Equity Plan, which identifies plans for increasing student success for impacted students. The Black Student Success Taskforce was created in 2020 to narrow the equity gap for African American/Black students (I.B.6).

The College has an established governance structure with committees that evaluate policies and procedures for instructional programs, student and learning support services, and ensuring academic quality with a focus on the mission of the college. This is evidenced through committee minutes, Technology Plan, and the governance committee self-evaluation form (I.B.7).

Information and key decisions are communicated to the college community through data dashboards, campus-wide presentations, and town halls. These efforts are led by the Office of Institutional Effectiveness (OIE) (I.B.8).

The College integrates program review, planning, and resource allocation to accomplish its mission and improvement of institutional effectiveness and academic quality. The process is initiated by the President's strategic planning process. The Educational Master Plan serves the as the strategic plan, with other plans supporting: Enrollment Management Plan, Technology Plan, Facilities Plan, and Program Review Handbook (I.B.9).

Conclusions:

The College meets the Standard.

Commendation:

The team commends the College for its sustained, substantive, and collegial dialog about student equity, academic quality, and continuous improvement of student learning and achievement (I.B.1).

I.C. Institutional Integrity

General Observations:

The College has demonstrated a keen intent to ensure the clarity, accuracy, and integrity of information provided to the students. Evidence has been provided demonstrating a clear mission, learning outcomes data, and information to students regarding educational programs and student support services. The College catalog is published every two years, and the College has demonstrated a clear process for development, review, and publication of the catalog. The College describes its certificates and degrees of purpose, content, requirements, and learning outcomes. Information on the total cost of education is easily located on the College's website and in the catalog. The College has demonstrated a keen intent to ensure compliance with regulations, statutes, and accreditation standards.

Findings and Evidence:

The College publishes information relating to its mission statement, learning outcomes, educational programs, and student support services. This information is available to all students, prospective students, and personnel. Some information (current EMP and OIE dashboards) was not available to the public (login required) (I.C.1).

The Team reviewed the Catalog Requirements (ER 20) published by ACCJC against the current online catalog (I.C.2).

The Team was able to verify the IPEDS report, the College Student Factbook, and the Annual College Profile. The Team reviewed data and anecdotal evidence provided by the College relating to communicating matters of academic quality and effectiveness across the campus communities. The program review process has been improved in recent years leading to increased participation and better information/narratives relating to budget allocations. The campus recently held a Joint Budget/PIE Prioritization Retreat to broaden participation in budget allocation decision making. The participants were given access to program review documents which include student learning outcomes data. The College recently developed a Student Guide for SLOs webpage that provides links to a Student Equity Dashboard (course completion, course retention, and data broken down by age, ethnicity, and gender). The data can be sorted by individual departments. Awards data is provided for the institution and programs (I.C.3).

The online College catalog publishes degree and certificate descriptors including purpose, content, course requirements, and program learning outcomes (I.C.4).

The Team reviewed the Governance and Planning Handbook, the Program Review User Guide, and the West Faculty Handbook 2021-2022. The College presented evidence of the schedule and checklist for division chairs to review information in the class schedule. The College publishes plans and procedures for regular reviews of institutional policies, procedures, and publications (I.C.5).

The College publishes tuition information online and in the College catalog. Additional fees associated with the BS Dental Hygiene program also are available. Textbook costs on the bookstore's website were sparse; however, class section details included OER and ZTC materials, and students are directed to contact the instructor directly. While textbook costs were often not available in the online Bookstore, the College meets the Standard (I.C.6).

Board Rule 1024.12 addresses academic freedom of faculty and students. The rule makes clear the institution's commitment to the free pursuit and dissemination of knowledge. Rule 1024.12 also indicates that faculty will "protect the academic freedom of students." The student's "freedom to learn" is published in the College catalog's Student Code of Conduct (I.C.73).

The Student Code of Conduct is published in the College catalog and in the LACCD Board Docs (BP 5500). The Student Code of Conduct includes potential disciplinary measures. LACCD BP 2300.10 is the Statement of Ethical Values and Code of Ethical Conduct for district trustees. BP 2300.11 describes potential sanctions for trustees. The Academic Senate has adopted Rule 1204.12 which is drawn from the AAUP Statement of Professional Ethics. The Classified Employee Handbook (Code of Conduct) is not available to the public (login required). (I.C.8).

The Team reviewed the minutes of the Academic Senate's April 27, 2021, meeting which notes the Senate's approval of Board Rule 1204.12 (I.C.9).

The College is a public institution in the California Community College system. The College is prevented by law from attempting to instill specific beliefs or world views (I.C.10).

The College does not operate in foreign locations (I.C.11).

The College maintains a webpage where accreditation information and documents are published, including accreditations for certain programs at the College (I.C.12).

The Team reviewed the College's Accreditation webpages and found College reports and curated lists of evidence. The Accreditation pages separate reports and Commission communications grouped by accreditation cycles (I.C.13).

The College claims no other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College is a comprehensive community college, offering noncredit, general education, career technical education (CTE), and baccalaureate courses with the goals of preparing students for college level coursework, career entry, job skill development for incumbent workers, and transfer to four-year colleges. The College has identified its intended student population and has developed and implemented services and programs to adequately meet the needs of its students. The College's offerings are diverse with a wide range of transfer, CTE, noncredit, dual enrollment, and community education programs. When needs are identified to better serve students, the College has been successful in creating targeted programs to meet these needs.

Findings and Evidence:

The team found that the college has developed, implemented, and sustained academic programs and support services sufficient in size and breadth to support its students at all of its locations. The College uses established and effective policies and practices to develop and maintain academic programs and related policies, relying on collaborative decision-making to ensure currency and rigor of said programs. All instructional programs are offered in fields of study consistent with the College's mission and are thoroughly reviewed through faculty-driven approval processes that include the Academic Senate and the Curriculum Committee before final approval by the board and the Chancellor's Office. The College has developed a comprehensive array of academic, vocational, and noncredit programs to serve a diverse student population. The College ensures that instructional programs meet the standards appropriate to higher education by using its established review and approval process (II.A.1).

Faculty improve courses, programs, and instructional services through program and curriculum review, with all instructional programs undergoing an annual program review process as described in the College's Program Review User Guide. The program review process includes reflection and analysis of learning outcomes and captures programmatic improvement plans and functions through the oversight of an established process that includes validation and review by the Planning and Institutional Effectiveness committee, the Budget Committee, and the College Council. Courses taught via distance education are evaluated as such at the Curriculum Committee level, and the College instituted a peer online course review (POCR) in 2020 to ensure appropriate standards in these courses. The College has systematically focused

on distance education as a hallmark of the institution and has demonstrated a long-standing commitment to strengthening these offerings for the sake of institutional improvement and student learning. Student learning outcomes are assessed every two years as defined by the 2021-2025 SLO Cycle document published by the campus. Comprehensive program reviews are completed at least every six years (every two years for CTE programs) and are used to provide a deeper reflection on program needs and successes, and to focus attention on specific goals such as the reduction of equity gaps. The College has also committed to professional development opportunities through a structured and inclusive process titled “Professional Learning Week” that is coordinated by the Academic Senate (II.A.2).

Through an established governance model that includes the college’s SLO Leadership Team, SLO facilitators, SLO committee, and the Curriculum Committee, the College has comprehensive protocols for establishing and assessing learning outcomes. The College has used a data management system called TracDat to assist with the data collection and reporting and is currently transitioning to eLumen as its new platform. Learning outcomes are identified through the College’s established curriculum-approval process and are included both on course outlines and syllabi. The College’s efforts on assessment appear to be well coordinated and understood through multiple layers of support and oversight. Additionally, the College has an established Annual Student Poster Showcase that is used to aid in the assessment of institutional SLOs, providing a rubric and semi-direct method to evaluate these overarching outcomes (II.A.3).

The College has noncredit basic skills, ESL, and vocational courses that are offered at the pre-collegiate level. These courses are clearly distinguished from college-level curriculum using a “CE” designation. The College appears to use not-for-credit curriculum as an available support for students who enter transfer-level math and English, although the narrative response lacked specificity about how students are advised into these courses or a reflection on the relative success of this model (II.A.4).

Consistent with locally established curriculum requirements (LACCD AP 4100) as well as requirements set by the California Community College system, the College’s degrees and programs are of appropriate length, breadth, rigor, and sequencing. All associate degrees require the completion of 60 semester units, of which 18 units are dedicated to general education requirements that conform to generally accepted norms in higher education, including those established by the ACCJC. The College has also responded to state requirements to improve transfer to California State University campuses by developing 28 associate degrees for Transfer that are aligned with statewide curriculum and expectations. Also consistent with local policy and requirements from the Chancellor’s Office (including Title 5), all degrees include focused study of at least 18 units in a major or interdisciplinary core as well as associated general education requirements and have established program-level outcomes that align with the courses that comprise the program requirements. The College also offers a Bachelor’s

Degree in Dental Hygiene that conforms to state and ACCJC expectations that requires 125 units (minimum requirement of 120 units). Through compliance with the Program and Course Approval Handbook (CCCCO) and the local Curriculum Committee processes, program proposals are reviewed to ensure that programs reflect theories and practices appropriate to the certificate or degree level (II.A.5, II.A.13).

The College has created resources to clarify pathways and ensure that students have a plan to complete their goals in a reasonable amount of time. Relevant resources include the Catalog and program maps created as part of the College's Guided Pathways efforts and four-semester course rotation plans that are aligned with the program maps. Similarly, the College has created a clear and accessible course sequence for the Bachelor's Degree in Dental Hygiene. In addition to Guided Pathways efforts, the College monitors time-to-completion data through an internal data dashboard created by the Office of Institutional Effectiveness and incorporates reflection on time-to-completion data in the program review process. At the time of this writing, the College's division chairs are developing two-year course rotation plans that fit with the program maps and guide scheduling decisions (II.A.6).

The College offers courses in commonly available formats including in-person, web-enhanced, hybrid, and online and has established policies and practices to ensure quality and effective training in each modality. The College has been recognized as a leader in distance education coursework through strong student support resources (e.g., Online Education Initiative Quest, Canvas training for students) and has implemented a peer online course review process. The College has 72 degrees and 34 certificates that are available completely online, evidence of its investment in this methodology to reach a broad range of students. As it relates to the regular and substantive interaction, the College has clear expectations and policies around distance education course content and teacher training, it includes guidance on how to establish regular and effective contact in an online environment, and it establishes methods to authenticate student identity. Across all methodologies, the College supports professional development through the Office of Teaching and Learning that develops comprehensive training events and programs. Additionally, the College has developed topical inquiry groups that provide research, support, and best practices on five current topics: Justice, Equity, Diversity, and Inclusion; Culturally Responsive Teaching and Learning; Classified Career Pathways; POCR; and Creativity (II.A.7).

The College administers department-wide exams in several programs including mathematics and communication studies. In these programs, exams are developed across the departments and are analyzed using rubrics that are consistent with the course-level SLOs. The College uses the established LACCD policy on credit for prior learning to ensure consistency in application (II.A.8).

As established in LACCD BP 4100, the College awards credit for courses, degrees and certificates based on student attainment of learning outcomes in accordance with norms of higher education. These norms include the establishment of course and program-level SLOs that ensure the alignment of awarded credit and degrees with learning outcomes. Course credit is given in accordance with state codes and LACCD board policy and follows federal standards for clock-to-credit hour conversions. Award expectations similarly follow established norms at the certificate, associate, and bachelor's levels (II.A.9).

The College has clearly stated transfer of credit policies in administrative procedures (APs) and board policies (BPs). Key elements of these policies are available on its website on the schedule of classes, college catalog, and at the Transfer Center. The College has implemented articulation agreements with a variety of four-year colleges and universities and local high schools. The College ensures compatibility of established learning outcomes in developing articulation agreements with other schools and reviews these as appropriate. In relation to the bachelor's degree, the College has developed a program to create a pathway for associate degree holders to move into the upper division coursework. Through all of these examples, the College has made key elements related to transfer of credit clearly available in the Catalog and through the Program Pathways Mapper (II.A.10).

The College has established institution-level student learning outcomes (ISLOs) in five areas: Critical Thinking, Communication, Community and Personal Development, and Information Literacy. The College has also ensured that the College's program-level student learning outcomes (PSLOs) align with these ISLOs. The College assesses learning outcomes at the course, program, and institution level on a four-year cycle and results are used to inform program improvements (II.A.11).

The College follows LACCD AP 4025 that aligns with the Chancellor's Office model curriculum and adheres to IGETC and California State university breadth requirements. In addition to the district-level policy, the College has developed its own educational philosophy statement that is included in the Catalog. The College's catalog clearly lists all the general education criteria for associate and bachelor's degrees. The College's general education requirements have been faculty-developed (the Curriculum Committee reviews and selects these courses) (II.A.12).

The College ensures that its students who have completed career-technical degrees and/or certificates meet employment standards and are prepared for external licensure and certifications. It has advisory committees for its CTE programs and uses these to review program requirements to maintain relevance related to workforce needs. These committees meet yearly with CTE faculty to ensure that their respective programs' SLOs and PSLOs are aligned with industry standards and changes. The CTE programs complete a program review every two years to evaluate key metrics such as graduation rates, success rates, retention rates, and curriculum requirements (II.A.14).

The College follows District policies on program viability (BP 4021 and AP 4021) and includes a process so students in these programs can complete their programs in a timely manner with minimum disruption. Of note, the College completed program viability studies for the music and art programs in the 2017-2018 year. In the case of the music program, two associate degrees were eliminated, and the College ensured that students who were currently enrolled were supported and allowed to finish their studies. This process appears to have followed the established policy and included appropriate faculty input (II.A.15).

All instructional programs follow the six-year cycle of comprehensive program review with annual program review updates. The College has a clear, formal process for regularly evaluating the effectiveness of its courses and programs, including credit and not-for-credit courses (the latter go through an approval process at the district level). All courses, degrees, certificates and majors are reviewed by faculty every six years, vocational courses are reviewed every two years. The results of outcomes assessment influences curriculum review, program review, and annual planning (II.A.16).

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The College provides sufficient library and learning support services to support the learning needs of all students at the main campus and offsite locations. Expert faculty, including librarians, and support services professionals use established policies, processes, and plans to guide the selection and maintenance of educational equipment and materials. A program review process and the regular assessment of student learning outcomes and support services outcomes inform improvements that prioritize student needs and contribute to student success. The College secures, maintains, evaluates, and documents formal agreements with outside agencies and partner institutions based on established criteria.

Findings and Evidence:

The College supports student learning and achievement by providing library and learning support services for students attending classes on the college campus, offsite centers, and through distance education. The library hosts 60,000 separate physical material and subscribes to over 80 relevant databases, has more than 100 computers available for student work, and is open 58 hours/week. Taken together the College has made staffing and resource investments

to have ensure sufficient library resources. The librarians meet regularly to evaluate holdings and solicit input from the campus on how to prioritize future investments. The College participates in a 24/7 library chat program that shares resources with other libraries. Physical and online library collections are sufficient in quantity and variety to support educational needs. The College also supports the Learning Center that provides comprehensive tutoring and learning support services. The Learning Center serves in-person and remote students free of charge. The College has intentionally identified the student populations that use the Learning Center to assist in the broader efforts related to reducing equity gaps. Academic support services are offered through the Learning Center are available in-person and online, including tutoring (II.B.1).

The College relies on the expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning in alignment with the college mission. The library hosts extensive educational equipment that includes standard desktop computers as well as more specialized equipment as part of its Instructional Media Services and the Digital Design Studio. The library chair communicates with discipline faculty through formal and informal mechanisms and solicits input on library collections and services (II.B.2).

The College evaluates library and learning support services regularly through program review. The team found evidence that library and learning support services use assessment results of service area outcomes to inform improvements to services. These metrics include circulation services studies, lab usage statistics, and student survey responses. The library and Learning Center gather quantitative and qualitative data from students, peer educators, and instructors to determine the extent to which services meet student needs (II.B.3).

The College documents formal agreements for library and other instructional support services, including the library services platform, library databases, computer security, and photocopier maintenance. Relying on the Community College League for most purchases, the College collaborates with the district and large system purchases to ensure students have access to the learning resources needed for student success. The library secures and maintains contracts with outside providers and memorandum of understanding with partner institutions for sharing resources and services. The College evaluates contracts and arrangements at the time of renewal using identified criteria and regularly reviews the VPATs for databases and software (II.B.4).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Student Support Services at the college are designed to serve students through many delivery methods and to meet the needs of the diverse student population. A multitude of services are available in multiple formats including in-person, online, and electronic versions. The College provides a comprehensive array of services that supports student success and aligns with the college's mission and Educational Master Plan. Through student surveys, program reviews, offering of co-curricular and athletics programs and counseling, the College meets the needs of students.

Findings and Evidence:

The team reviewed and found the college student support services program reviews include a program mission aligned with the college mission. The College utilizes an integrated planning model and annual program review evaluation cycle to assess the robustness of student services. All units describe how their goals align to the Educational Master Plan. Changes to services are made based on qualitative and quantitative data used to evaluate the effectiveness of services offered based on program goals and student needs. The college off site locations also participate in the annual program review process. The College has used its established program review and planning process to make targeted investments in support services since the last comprehensive evaluation, examples include increasing physical and human resources for outreach to local schools and increasing the availability of basic needs supports for existing students (II.C.1).

The College provides comprehensive student success and support program services to students for the purpose of furthering equality of educational opportunity and academic success. Student Services programs identify Student Area Outcomes (SAOs) and track them through their eLumen assessment software. Student Services use the SAO process to assess services and make changes such as coordinating staffing resources to ensure timely response to student questions in Admissions and Records. Student Services program review departmental goals and objectives link to institutional goals found in the Educational Master Plan (II.C.2).

The College uses a standard template on student service webpages and includes hours of operation, and links to access appointments. Student survey feedback that is orchestrated at the district level guides service delivery at the College and the other LACCD colleges and assists in providing a hybrid modality of student services. Social media, mass text messaging, and an adjustment of service hours provides more equitable sharing of information and services for the college students. The College has identified a significant portion of its students as working adults and has extended evening and weekend hours to better serve this population. Basic Needs services such as childcare and the food pantry have augmented services to meet student's growing needs. An ongoing offering of in-person and remote services allows all students equitable access to services needed for success (II.C.3).

The engagement programs on campus are supported by a broad range of co-curricular programs, athletic programs, student-led organizations, and student work opportunities. Students are first introduced to these opportunities through Club Rush, social media and at live campus events. The college's Associated Student Organization is student-driven and provides leadership experience through planned student programming and the management of the Student Activity Fee. Advisors work with student leaders to develop their leadership skills through planned activities that introduce them to college leadership, classified educators, and faculty. The college hires between 40 and 50 financial aid funded student workers to work in offices across campus. These workers are highly regarded, and departments are eager to provide real office setting work experience. The Athletics Department offers ten collegiate sports and reflects the interests of its student body. The Athletic Director reports to the Student Services Dean and manages daily operations of intercollegiate athletics and its budget (II.C.4).

Counseling and advising is organized and completed by the Counseling Department, which includes faculty in general counseling and programs for special populations. Academic, career, and personal counseling are done in-person and online, and counseling courses are also taught online and in-person. In partnership with the Welcome Center, counseling leads matriculation services. Dedicated Guided Pathways counselor liaisons partner with faculty to create educational planning by academic interest. The College uses Program Mapper to assist students in finding majors by organizing Learning and Career Paths that are designed to help students select a program of study (II.C.5).

The College has adopted and adheres to admissions policies consistent with its mission. The college is an open-access institution admitting anyone 18 years or older or a high school graduate. The College does not evaluate student admissions except for applicants applying for international student or bachelor's degree program admission. Students are advised on clear pathways and all incoming students are directed to Program Mapper to help guide them to successful degrees, certificates, and transfer goal attainment (II.C.6).

The College engages in non-evaluative admissions requirements to ensure they are aligned with open admissions policies. The CCCCO oversees their admission process, ensuring its validity. Incoming the college students qualify for placement into university-transfer level math and English courses without assessment (II.C.7).

Admissions supervisors monitor document imaging practices and review confidentiality policies with new and current employees. Student records are preserved in the Student Information System, PeopleSoft and in the newly implemented document imaging system Viatron. Viatron was selected after a multi-year bidding process. Most college student records are stored electronically. A small number of student records reside in a paper format and are locked in the Admissions and Records Office. Access to all student records requires a log-in, password, and multi-level approval (II.C.8).

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College demonstrates a working relationship with the LACC District to develop and adhere to policies and procedures for all employees. Policies and procedures cover recruitment, applicant screening, hiring and orientation for full-time and part-time faculty, full-time and part-time staff, and administrators and manager The College acknowledges difficulties in maintaining a regular schedule of employee evaluations as a result of the COVID-19 pandemic and has reached agreements with all collective bargaining agents to postpone and then recover from the delays. The College has taken steps to ensure equity, inclusion, and diversity as foundational principles of the College. The College has Codes of Ethics determined and published for all employee groups and has clear District actions for disciplinary actions when appropriate.

Findings and Evidence:

The current listing of administrators and faculty is published in the College catalog. The administrators, faculty, and staff are qualified by appropriate education, training, and experience. The team confirmed that current job openings are available on the LAACD Human Resources website and the CCC Registry. Both locations are available to the public and include qualifications for applicants (III.A.1).

The Team reviewed HR R-000 Recruitment, Selection, and Employment policy and procedures which cover academic, classified, and unclassified positions. This policy notes “the use of any personal, political, or social influence on secure selection or assignment to a job is prohibited” (LACCD Board Rule 10301). Those faculty job descriptions available to the team included requisite degrees and skills. Job descriptions include development and review of curriculum as well as assessment of learning (III.A.2).

The College maintains policies and procedures to ensure administrators possess the qualifications necessary to perform their duties. LACCD HR R-110 Academic Administrator, Selection, notes “It is the duty of each District location to establish internal written procedures governing the selection of academic administrators ...” The College’s Personnel/Payroll Office, where one would anticipate finding the College’s procedures for hiring administrators, is maintained in SharePoint and therefore not available to the public. (III.A.3). The team reviewed the full-time faculty and administrator lists published in the College catalog. A sampling of degrees reviewed were awarded by U.S. accrediting agencies (III.A.4).

The Team reviewed evaluation agreements for tenured faculty (3 yrs.), probationary faculty (each of 4 yrs.), classified employees (probationary and permanent), Building and Construction Trades employees, SEIU employees, and Teamsters employees. The team reviewed evaluation forms for faculty, permanent classified employees, and administrators. BP 7150 covers performance evaluations for classified administrators, managers, and confidential employees. The agreements, instructions, and forms seek to assess effectiveness of personnel and encourage improvement. The agreements direct actions taken following evaluations.

The College's ISER reported employee evaluations for 2021 of 59%. During the site visit, the team received the college's 2022 report of 81% as the campus is moving out of the pandemic postponements. The College acknowledged difficulty working with the evaluation schedule from the District Human Resources. The team reviewed an Excel Spreadsheet being used by the campus to monitor employee evaluations internally, signaling that the campus has taken ownership of their employee evaluation process, not relying on District systems for the monitoring of evaluation timelines. The team found that the College has a process and is following the process but noted that the system currently in use may present long-term tracking challenges as it is heavily dependent upon the attention of four key administrators (CEO, VPI, VPSS, and VPAS) to manually monitor and update personnel changes, timelines, and supervisory relationships (III.A.5).

Standard III.A.6 is no longer applicable.

The team reviewed faculty staffing levels for the College and the District and found that there are established processes for determining the need and priority for full-time faculty positions. Evidence provided by the District indicates that the College has a full-time faculty percentage of 57.7% (Fall 2021 full-time faculty obligation report). This is confirmed by the College in their Fall 2021 Compliance Report. Further, the team reviewed evidence from the college indicating nine (9) new full-time faculty hires occurred in Spring and Fall 2022 (III.A.7).

The team reviewed Article 16 of the CBA regarding assignment, retention, and seniority of adjunct faculty. Article 19 of the CBA contains procedures for evaluation of temporary faculty (including adjunct faculty). The College has policies and practices which provide oversight and evaluation of adjunct faculty. Adjunct faculty are invited to participate in Opening Day and Flex Week workshops and meetings, including an orientation meeting for adjunct faculty hosted by AFT. The Faculty Handbook offers an invitation to adjunct faculty to join Focused Inquiry Groups (FIGs). Adjunct faculty also are able to apply for Student Success Team leads (III.A.8).

The team reviewed the Classified Position Identification and Prioritization Committee Plan which includes hiring core principles and process of prioritization. The team also reviewed LACCD HR R-000 Recruitment, Selection, and Employment rules. The College's own assessment of staffing for facilities and grounds indicates a shortage of Maintenance Staff (III.A.9).

The team reviewed the Process for the Development and Evaluation of the Administrative Structure report developed by the IEPI Partnership Resource Team. The College presented their

Redundancy/Duplication Worksheet from the June 2017 Leadership Retreat. The College provided their administrative re-organization plan approved by the LACCD Chancellor in July 2017 resulting in sixteen (16) administrators and ten (10) classified administrators (III.A.10).

The team reviewed a sampling of LACCD Board Policies, Chapter X, Human Resources. The team reviewed a sampling of LACCD Human Resources Guides and forms. The District's Human Resources website provides information on seven (7) collective bargaining agreements (III.A.11).

The team reviewed the LACCD policies and plans to promote equity and inclusion throughout the District. This included the LACCD Equal Employment Opportunity Plan. The College provides Vision Resource Center opportunities for faculty and staff relating to equity and inclusion on campus and in their classrooms. Each hiring/screening committee undergoes EEO training, and an EEO representative serves as a non-voting member of each hiring/screening committee.

The team reviewed the LACCD Framework for Racial Equity and Social Justice Action Plan (July 2020). The team also reviewed invitations to the public for the Chancellor's advisory committees on Black/African American Student Affairs; Mexican American, Central American, and Latino Affairs; and on LGBTQIA+ Affairs and others (III.A.12).

The team reviewed LACCD BP 2710, Conflict of Interest policy for the Board of Trustees, and LACCD Personnel Commission Rule 735, Causes and Procedures for Suspension, Demotion, and Dismissal. The District has established the Office of Internal Audit to investigate "internal fraud, waste, or abuse" (ISER 245). The team also reviewed BP 4030, Academic Freedom (III.A.13).

The College's Vision Resource Center provides opportunities to the College's faculty, staff, and administrators. The District has provided a wealth of professional development opportunities for faculty, staff, and administrators. The team reviewed the College's Professional Development Plan. The College also maintains a YouTube channel for additional outreach. The team reviewed assessment data from professional development workshops/trainings from participants demonstrating systematic evaluation of professional development operations (III.A.14).

The team verified the security and confidentiality of personnel records maintained by the District's Division of Human Resources. This includes security measures for job applicants' information as well. The District maintains security access for employees to view their own personnel file (III.A.15).

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College and the District assure safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions. The 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.

Findings and Evidence:

The College demonstrates with evidence that facilities are operated in a safe, healthy, secure and accessible manner. The College's commitment to accessibility is evident in the facilities updates that were instituted for the disabled students, nonbinary students, and women. Security on campus is provided 24 hours a day, 7 days a week, and year-round to ensure that the campus is maintained safely and securely. The college has various means to communicate with students, faculty, and staff in the event of an emergency. The Facilities Planning and Development Department 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 a safe and sufficient learning environment at all locations offering courses, programs, and learning support services (III.B.1).

The review of the district bond measures that have provided resources to expand the campus and add four new buildings, one new parking structure, and the modernization of two other buildings. When the bond projects are completed, the College will have:

- Added three more new buildings
- Updated and replaced campus entry signs
- Completed energy efficiency and storm water projects and several campus-wide security and safety projects
- Constructed a new facilities center, and
- Completed two transit and accessibility projects and a hillside soil stabilization project.

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 (III.B.2).

The College demonstrates regular review and evaluation of the physical facilities on an annual basis through program review and space inventory and planning. A short and long-term view of the needs of the physical plant are considered as plans are updated and projects prioritized for either state, local, or longer-term funding, such as bonds. 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.

District 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. If the project qualifies, it may be funded through the bond program (as administered by BuildLACCD). Work requests and improvements are categorized and prioritized by the College through program review (III.B.3).

Propositions A and AA, Measure J, and Measure CC have given the District unprecedented funding. As a result, the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The LACCD Board (April 2014) passed a resolution related to Total Cost of Ownership, demonstrating its ongoing commitment to controlling and reducing these costs for the benefit of the District and students. 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 (III.B.4).

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College, in cooperation with the District, provides broad and adequate technology resources, assesses the effectiveness of these resources, and plans for technology updates and replacements. This model is sustained by established structures that provide for broad input and regular review of technology initiatives and operations.

Findings and Evidence:

The College and District use the Technology Planning and Policy Committee (TPPC) and third-party analysis in the form of an IT evaluation to continuously assess, maintain, and replace its technology resources. As a result of this external evaluation, the District has implemented numerous changes to improve on the significant challenges that were identified. At the college

level, the College uses its Office of Information Technology to plan, implement, coordinate, and communicate technology issues and changes. The College also has a Technology Committee that creates the college-level Technology Master Plan (TMP).

Technology needs at the program level are captured in the program review process and reviewed and prioritized by the Technology Committee. The TMP is linked to key goals in the Education Master Plan. The District has implemented a twice-yearly evaluation of technology infrastructure to ensure adequacy. Through the College's combined efforts related to planning, updating, replacing, and supporting technology use, the College ensures that its technology infrastructure and technical services appropriately and adequately support its mission, operations, programs, and services (III.C.1, III.C.2).

The College and District have a demonstrated commitment to assessing the efficacy of its technology resources and related programs. The District has established numerous standards to ensure that technology infrastructure is adequately implemented and maintained. For example, the District has developed a wireless network "heat map" to evaluate coverage across all colleges. Similarly, the District uses its established governance structure to evaluate and prioritize projects. Technology assets are tracked and inventoried at the district-level as are back-up, disaster-recovery, and security measures (III.C.3).

The District has established processes to collect and respond to technology requests from all nine of its colleges. The District also uses surveys to gather input from constituent groups and monitors customer support metrics to evaluate its effectiveness. IT staff receive focused training to make sure they are proficient with the technology products they use and maintain. The District also requires faculty to undergo training to teach online. This has been coordinated at the district-level and has led to the successful training of over four thousand faculty across the district. The District also coordinates security training for all employees and has more in-depth training required for those who have access to sensitive records (III.C.4).

As part of the larger district system, the College's technology usage is subject to district-level policies, procedures, and standards (e.g., BP 3720, Student Code of Conduct) that specify the system's expectations for use and management of technology resources. Additionally, the District has revised AP 3724 to be better prepared for data recovery and continued operations in the event of a disaster. The College and District adhere to relevant state statutes and other applicable standards and regulations (e.g., HIPAA, FERPA) (III.C.5).

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College follows thorough and transparent processes for planning the financial resources needed to meet the mission and goals of its programs and services. This occurs through established committees of the District: The Board of Trustees Budget and Finance Committee (BFC), the District Budget Committee (DBC), and the College Budget Committee (BC) work to ensure that distribution of funds is 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 ensure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. This results in credible, accurate, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement, this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, the District has received unqualified and unmodified audits. The District 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.

Findings and Evidence:

The team reviewed the District and the College's financial resources and confirmed through evidence that they are sufficient to support its programs and services. The District's reserve policy ensures that financial resources are stable and provides the District the 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 outcomes for students and the effectiveness of the institution. The College has demonstrated sound financial planning and execution every year prior to the pandemic through meeting its enrollment targets within the budget allocated by the District. Additionally, for the past four years the College has exceeded the hold harmless metrics of the Student-Centered Funding Formula (SCFF). The College has been making strides incorporating improvements annually through its program review process. Post-pandemic, the College will need to grapple with maximizing the District's budget allocation model and the SCFF in an environment in which enrollments are generally declining. In preparation for this, the College is

investing in student outreach and retention while also developing an Enrollment Management Plan that improves efficiency. The College is also continuing to seek other funding opportunities to better serve the needs of the student population (III.D.1).

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 financial planning process is driven by the College mission and the allocation of resources each year through the program review process. Departments link goals and planning directly to the College mission. A review of prior year outcomes and their connection with the mission is a component in measuring the efficacy of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College also ensures transparency in its budgeting processes. The College makes information readily available and reports and reviews its financial condition monthly to constituents (III.D.2).

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 program review process guides College financial planning and budget development, including prioritizing resource requests. Institutional planning takes place through a variety of committees, including the Planning and Institutional Effectiveness (PIE) Committee, the Budget Committee, and the College Council. These committees include representation from all constituency groups, and participation is high. Resource planning information is also widely disseminated through campus-wide events (III.D.3).

The team determined that 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. Financial planning is an integral part of the college's institutional planning. Resource allocations are prioritized to meet the missions and goals of the College. Budget, expenditures, and commitments information are consistently provided to administrators and constituents, who utilize this information to ensure sound financial decisions are made. The College meets this Standard. The College will continue to invest in student recruitment and retention to meet and exceed SCFF metrics (III.D.4).

The District and the College have a well-integrated financial management process that regularly evaluates financial practices and internal control structure to ensure financial integrity. The Chief Financial Officer/Treasurer and the College 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 College to make sound financial decisions and ensure the responsible use of its financial resources. Financial information is easily accessible to college employees, and training is provided

periodically to improve understanding. The College will continue to leverage the Strategic Enrollment Management Plan to implement strategies to increase enrollment (III.D.5).

The College's allocation of funds follows an approved process that is transparent to the Board, the District, and the Colleges. It allows colleges to achieve stated goals and accurately reflects organizational spending. Thirty years of unqualified and unmodified audits demonstrates a high level of integrity in financial practices across the District. College Foundations submit annual audits to the CFO's office. District and College policies and procedures, as well as internal controls, ensure all budgetary and accounting information is credible and accurate. Financial information is easily accessible to all employees, and College administrators and other constituents routinely review financial data to ensure the allocation and use of financial resources meet the College's needs (III.D.6).

The District budget information, financial conditions, and audit results are provided at a public meeting of the Board of Trustees Budget and Finance Committee. The College works with the District Office to ensure audit findings are corrected, and policies and procedures are implemented to avoid future findings. The College has not had recent audit findings. Audit outcomes, along with any findings and corrective action plans, are also reported annually at the Budget Committee (III.D.7).

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies, and steps are taken as 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 and reviewed annually. There is an ongoing review of the College's financial and internal control systems by both external and internal auditors, and, if identified, corresponding improvements are made. The Business Office conducts program review and SAO assessment to evaluate how well their systems are working and to identify needed improvement. In addition, the District and the College undergo annual external financial audits which evaluate the internal control systems. There have not been any recent findings (III.D.8).

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 provide 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. Adequate budgets are established in a centralized fund by the District to manage risk. 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. By extension the College is well positioned to address financial emergencies and unforeseen occurrences (III.D.9).

The District has a long history of compliance and sound financial management and oversight practices. The District has demonstrated, through its audits, compliance with Federal

regulations, including the management of financial aid. The District and the College correct any deficiencies in internal controls and financial management practices when they are identified. Improved communication and coordination between District staff and the College have helped ensure improved fiscal responsibility and compliance with all rules and regulations (III.D.10).

The District adheres to well-considered reserve and fiscal management policies that are congruent with the District's Strategic Plan and ensure financial solvency in the short and long-term. 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 to pay for short-term and long-term liabilities and uses such information in financial planning. These liabilities and obligations are used in annual budgeting and fiscal planning. The College has a solid financial position and is able to meet its short- and long-term obligations due to the positive financial position of the LACCD (III.D.11).

The team reviewed evidence provided by the College that the District and the College's OPEB plans are routinely reviewed and adequately funded. The last actuarial study was completed in April 2021. The District has an irrevocable trust into which contributions are made annually (III.D.12).

The District and the College do not currently have any locally incurred debt; the District and the College have not had any during the past 35 years (III.D.13).

The District and the College closely monitor grants, auxiliary activities, and other financial resources to ensure expenditures are consistent with their intended use. The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditures are audited annually to ensure that all regulatory requirements are adhered to. Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The College has not had any recent audit findings. Internal audits resulted in some areas of weakness being identified and corrective action plans have been implemented to address any deficiencies (III.D.14).

The District Central Financial Aid Unit and the College Financial Aid departments monitor student loan default rates, revenues, and items related to financial aid to ensure compliance with Federal regulations. The College monitors and manages all funds with integrity as evidenced by the lack of external audit findings. The College has also shown dramatic improvements in student loan default rates over the past years (III.D.15).

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. The contracting process ensures that the requests go through multiple layers of review both at the College and the District. This process along with periodic compliance audits ensure that all contracts fall within the mission and goals of the College, follow District policies and procedures, and protect the College's interests (III.D.16).

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles and Processes

General Observations:

West Los Angeles College demonstrates a commitment to participatory governance through collegial collaboration by different constituent groups. Overall, and under the leadership of the president, the team found that faculty, staff, and administrators demonstrated a strong, inclusive, and effective commitment to institutional improvement and student success. Moreover, campus stakeholders have an opportunity to engage in decision-making processes as part of formally adopted structures.

Findings and Evidence:

West Los Angeles College has a spirit of collaboration that brings together key leaders, including administrators, faculty, classified staff, and students to discuss items pertinent to the College. College-wide events such as professional development days provide opportunities for staff to come together and work on issues germane to College success initiatives. The institution has clearly defined decision-making roles and processes that permit participation in governance by the constituent groups and maintains compliance with accreditation and applicable legislation standards (IV.A.1).

West Los Angeles College has a system designed to solicit and encourage input from College shareholders. Faculty leaders also regularly meet with administrative leaders to discuss recommendations made by participatory groups in order review any upcoming or pressing issues. Overall, the team found that the College has a clearly documented shared governance process and structure that aligns with District policies, state law, and collective bargaining agreements (IV.A.2).

The team noted that there are numerous committees and participatory structures that permit input and feedback pertaining to planning and student success efforts across the College. The Participatory Governance Handbook describes roles for administrators and faculty in decisions, including planning and budget development (IV.A.3).

The program, curriculum, and course development process for the district are outlined in Board Policy 4020. Additional professional development activities are offered in distance education through the Distance Education Committee with reports to the Senate (IV.A.4).

BP and Administrative Regulations (AR) on Local decision-making (2510) ensure appropriate consideration of college perspectives. The College operates under a governance policy focusing on best practices in instruction and services (IV.A.5).

The College shares information and decisions through the use of bi-weekly townhalls and the College website. Moreover, the College utilizes SharePoint and BoardDocs to document and share information with the broader campus community, including curriculum decisions and materials. Academic Senate and College Council reports are made by the President to keep the campus informed of key decisions made by these critical governance groups (IV.A.6).

The team identified evidence showing that West Los Angeles College engages in practices that regularly evaluate and update its governance processes. The College Council engages in an annual self-evaluation to summarize the events of the year and to monitor improvement efforts and effectiveness. Self-evaluations are also conducted for the standing committees of the College Council (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

West Los Angeles College has benefitted by having consistent and committed leadership from an experienced CEO. In fact, as of March 2023, Dr. James Limbaugh is the longest serving President among the nine campuses within the Los Angeles Community College District. This has been a key determinant in maintaining the consistency, direction, and overall success of major College initiatives.

Findings and Evidence:

The President demonstrates his responsibility for and commitment to institutional planning and organization through multiple communiques and actions. The President regularly evaluates the organizational structure of West Los Angeles College as well as reviews the purpose, membership, and effectiveness of campus committees. The President authorized co-chairs (one administrative, one faculty) to proceed with a campus-wide committee and the solicitation of input through multiple town halls. This process resulted in a revision to the College's mission, vision, and value statements. In addition, a document that guides institutional practices related to the establishment of priorities, collection and analysis of data, and allocation of resources was developed. Moreover, data on student learning and achievement is presented and

reviewed during program review and is linked to institutional planning and resource allocation processes, which are approved by the College President (IV.B.1).

The President provides reports to the campus community, the Chancellor, and the Board of Trustees. The President fulfills the leadership and governance responsibilities as required by the ACCJC. The work of the President takes shape through an integrated leadership system in a large community college district. The college has a well-established process for continuous quality improvement and the President regularly discusses accreditation management items at College Council and cabinet meetings (IV.B.2).

The President has a Six-Year Vision that is informed by a culture of evidence and a focus on student learning. Both are highlighted in the approved educational master plan (IV.B.3).

The team verified that accreditation processes and responsibilities are clearly listed on the College website. The team reviewed evidence demonstrating that the CEO communicates with the internal and external campus community utilizing various means, including holding virtual town hall meetings and updates to the academic senate (IV.B.4).

The president works and communicates effectively with the communities served by the College through a variety of ways. The College President oversees the Dean of Institutional Effectiveness, who manages the program review process that supports institutional planning, resource allocation, and faculty and staff position prioritization (IV.B.5).

The President has fostered positive working relationships with the surrounding community and has been instrumental in establishing the West Wardrobe (along with his spouse) to assist in building the College's basic needs programs and efforts. Furthermore, the President is engaged in the community as evidenced by his service on multiple community boards (IV.B.6).

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee entitled Committee of the Whole. The Board meets monthly, and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows

members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

Findings and Evidence:

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

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

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

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

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

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

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures. The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review schedule beginning in 2023 for all policies and procedures as outlined in Administrative Procedure 2410 – *Board Policies and Administrative Procedures* (IV.C.7).

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

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

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

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

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

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board’s Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees

approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

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

Findings and Evidence

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

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

The district maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

Commendation:

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

Quality Focus Essay

The Student Success Teams and Zero Textbook Cost initiatives identified in the Quality Focus Essay (QFE) provide a clear benefit to students and the college stakeholders. Both initiatives support the direction of the College's 2021-2026 Educational Master Plan and leverage the work of Guided Pathways in support of student equity and achievement.

Student Success Teams

Student Success Teams are collaborative teams consisting of faculty members, classified professionals, and unclassified support professionals. The Teams are centered around the College's Learning and Career Paths (Business; Behavioral and Social Sciences; Computer Science and Applied Technology; Health Sciences; Science, Technology, Engineering, and Mathematics). The objective of the Student Success Teams is to strengthen student engagement and persistence rates. The cross-functional teams aim to track and exchange information on students' progress in a flexible manner, so they can offer timely assistance based on the milestones that students are expected to achieve during their initial academic year and throughout their educational journeys.

Zero Textbook Cost (ZTC Degrees)

The Zero Textbook Cost (ZTC Degrees) initiative looks to actualize the College's Academic Senate resolution to increase student access to high-quality Open Educational Resources (OER) and reduce the cost of textbooks for students. A benchmark of the initiative is to increase the number of courses utilizing OER from 200 to 350. The intentional adoption of OER materials is expected to result in academic and career education degree and certificate pathways with little to no textbook/material costs for students. By reducing costs associated with educational attainment, the College seeks to provide opportunities to increase student equity and achievement.

Conclusion

The QFE initiatives of Students Success Teams and ZTC Degrees are embedded into the fabric of the institution. Moreover, the College is encouraged to continue the innovative work that is designed to support student equity and achievement.

Appendix A: Core Inquiries

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

Core Inquiry 1: The team seeks to understand how the college provides information and support to traditional sub groups and non-native English speakers.
Standards or Policies: II.B.1, II.C.2, II.C.3
Description: <ul style="list-style-type: none">a. The team identified the college provides a Language Academy, ESL Program, and serves a diverse population that includes non-native English speakers.b. The team seeks to review evidence that the college's library and tutorial services provide enough depth and variety of services to support ESL and Language Academy students (II.B.1). The team seeks clarification on what materials and services are provided to non-native speaking students and how these services and materials are assessed (II.C.2, II.C.3).
Topics of discussion during interviews: <ul style="list-style-type: none">a. Academic support for non-native ESL and Language Academyb. Service materials for students in multiple languages
Request for Additional Information/Evidence: <ul style="list-style-type: none">a. Further examples, if any, of how the college supports non-native English speakers (e.g., website, communication to students on the website, text and emails, etc.)
Request for Observations/Interviews: <ul style="list-style-type: none">a. VP of Academic Affairsb. VP Student Services

<p>Core Inquiry 2: The team is seeking the current status of staff, faculty, and administrators' evaluations.</p>
<p>Standards or Policies: Standard IIIA.5</p>
<p>Description: The college has committed to completing all employee evaluations by December 2022. (Page 233) The team would like an update on the progress.</p>
<p>Topics of discussion during interviews:</p> <ul style="list-style-type: none"> a. Evaluation progress.
<p>Request for Additional Information/Evidence: Any documentation of progress</p>
<p>Request for Observations/Interviews:</p> <ul style="list-style-type: none"> a. Human Resources and/or President and others that can speak to this inquiry

Core Inquiry 3: We seek to understand how information is disseminated and subsequently utilized to support decision-making and integrated planning.

Standards or Policies: I.B.9., III.C.2, III.D.3

Description:

- a. The College mentions the Educational Master Plan (EMP), EMP goals and benchmark, institutional student learning outcomes, program review, strategic master plans (e.g., Technology), resource allocation (e.g., prioritization principles) as an approach to support the mission. We would like to better understand how all the planning components work together to support integrated planning and student outcomes and achievement.

Topics of discussion during interviews:

- a. Educational Master Plan (EMP) goals, metrics, and communications
- b. Planning and resource allocation
- c. Institutional student learning outcomes (ISLOs)
- d. Institutional set standards (ISS)

Request for Additional Information/Evidence:

- a. Educational Master Plan goal metrics and governance committee minutes or communications highlighting where the information is shared
- b. Documents showing the resource allocation cycle (i.e., action plans from program review to PIE with the rated resource rubric results, funds allocated, and the impact of the action) will help us better understand the planning and resource allocation process.
- c. The crosswalk between ISLOs, PSLOs, and CSLOs
- d. Institutional set standards (ISS) improvement plan

Request for Observations/Interviews:

- a. College Planning Committee
- b. Instructional Program Chairs and College Planning Committee
- c. SLO Coordinator and Curriculum Committee
- d. Vice President Academic Affairs, Dean Institutional Effectiveness

Core Inquiry 4: We seek to understand how information is disseminated and communicated with the public.
Standards or Policies: I.C.3, IV.A.6
Description: <ul style="list-style-type: none"> a. The College provided a comprehensive set of data in the ISER and reflects on different data available at the college. We would like know how do prospective students and members of the public learn about student outcomes and achievement information?
Topics of discussion during interviews: <ul style="list-style-type: none"> a. Publicly available student outcomes and achievement information
Request for Additional Information/Evidence: <ul style="list-style-type: none"> a. Including but not limited to publicly facing webpages with student outcome and achievement data
Request for Observations/Interviews: <ul style="list-style-type: none"> a. No

Core Inquiry 5: The team seeks to triangulate our findings from policy and ISER with students and faculty who participate in distance education at WLAC.
Standards or Policies: ACCJC Policy on Distance Education and on Correspondence Education
Description: <i>Guide to Institutional Self-Evaluation, Improvement, and Peer Review: Appendix E: Distance Education Review Guidelines</i> -- Peer reviewers should triangulate their findings by confirming their observations through interviews with faculty and students who participate in distance education, and with managers or administrators who oversee distance education, and by using those interviews to uncover the root of deficiencies that they may have found in their observations.
Topics of discussion during interviews: <ul style="list-style-type: none"> a. Faculty training b. Student experience and interaction with faculty c. Distance education training and support for faculty d. Distance education support for students, specifically usage and access
Request for Additional Information/Evidence: <ul style="list-style-type: none"> a. Usage statistics for online support for distance education students b. Recent survey results from faculty and/or students regarding distance education

Request for Observations/Interviews:

- a. Select faculty and students

District Core Inquiry 1: The team seeks to verify the board has an orientation for new board members as outlined under policy.

Standards or Policies: IV.C.9

Description:

- a. As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.
- b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.
- c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.
- d. The team did not find evidence of a formal new trustee orientation.

Topics of discussion during interviews:

- a. How are new board members informed of board orientations?
- b. What orientation opportunities are provided for new board members?
- c. When was the last new board member orientation?
- d. Who participates in board orientation?

Request for Additional Information/Evidence:

- a. New board member orientation agenda.
- b. Documentation of Professional Development Opportunities.

Request for Observations/Interviews:

- a. Board members
- b. Chancellor

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

Standards or Policies: IV.D.3

Description:

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

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

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

Standards or Policies: IV.D.1

Description:

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

- a. Committee roster of Race, Equity, and Inclusion workgroup.

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

Request for Observations/Interviews:

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