

Standard III: Resources

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

A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Los Angeles Community College District (LACCD) has policies and procedures for establishing appropriate hiring criteria. The hiring processes for developing job descriptions, advertising positions, and determining candidate qualifications is the mutual responsibility of the District Human Resources Department, the Personnel Commission and the college. The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and administrators ([DIIIA1-01_HROrgChartOps](#)) HRD Operations Directory [2021]. LACCD strictly adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators ([DIIIA1-02_HRG_R-110_to_R-400](#)). Minimum qualifications required for each job meet the requirements of the Title 5 California Code of Regulations ([DIIIA1-03_Title_5_Art_2](#)) and California Education Code.

College administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. Colleges collaborate with the District to determine the number of faculty required at each campus based on individual campus needs, hiring prioritization lists, retirements, Faculty Obligation Numbers and available funding. Each campus, through the participatory governance process, determines its hiring priorities and initiates hiring through the submission of a Notice of Intent to hire to District HRD. The College and HRD work collectively to develop appropriate job descriptions and recruitment plans.

All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of 6 weeks. ([DIIIA1-04_HRGuide_R-110](#); [DIIIA1-05_HRGuide_R-121](#); [DIIIA1-06_HRGuide_R-122](#); [DIIIA1-07_HRGuide_R-124](#); [DIIIA1-08_HRGuide_R-130](#); [DIIIA1-09_BP_7120](#), and [DIIIA1-10_BP_7270](#); [DIIIA1-11_CCC_Registry](#)).

If an applicant pool for a full-time position is not considered viable upon first review, the posting is extended for at least another 10-30 working days based on the position type. To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool ([DIIIA1-](#)

[12_Recruitment_Strat](#)). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool ([DIIIA1-12_Recruitment_Strat](#)).

LACCD follows a hiring process detailed in HR Guide P-110 for all faculty and HR Guide R-110 for all academic administrators ([DIIIA1-13_HRGuide_P-110](#), [DIIIA1-14_HRGuide_R-110](#)). The comprehensive faculty hiring process as outlined in Title 5 CCR 53021 includes recruitment, application, interview, and teaching demonstration ([DIIIA1-15_Title_5_CCR_53021](#)). The HR Department in collaboration with the Office of Diversity, Equity and Inclusion (ODEI) ensures that all aspects of the screening and selection process are fair and equitable to all and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District HRD also conducts regular recruitments for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 ([DIIIA1-16_HRGuide_R-130](#)). Each college follows this process to conduct screening of eligible adjuncts from the HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need and make final selections for successful candidates.

The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes ([DIIIA1-17_EEO_Plan](#)). In accordance with Title 5 CCR 53003 and 52024.1 and the District's EEO Plan, all screening committee members must have participated in EEO Hiring Committee Training every three (3) years ([DIIIA1-18_Title_5_CCR_53003](#), [DIIIA1-19_Title_5_CCR_53024.1](#)). Each academic and/or classified hiring panel includes a non-voting EEO Representative, who also must complete EEO training every three (3) years. ([DIIIA1-20_EEO_Trainings](#)). Voting committee members are provided District-issued score sheets for each candidate.

LACCD utilizes a merit system through the Personnel Commission, which oversees the recruitment and testing process for classified personnel ([DIIIA1-21_PC_Laws_Rules](#)). The Personnel Commission administers the merit system of the Los Angeles Community College District. The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers ([DIIIA1-22_PC_Class_Spec](#)). Minimum qualifications are set based on the merit system testing, selection, and eligibility process ([DIIIA1-23_PC_Website](#)). The Personnel Commission manages eligibility lists for each classification and conducts testing to establish new lists at regular intervals or when eligibility lists have been exhausted. Temporary classified positions are posted as needed by the Personnel Commission on a website for provisional assignments. Recruitment for classified positions post a minimum of three weeks as referenced in Personnel Commission Rule 615 per the Ed Code. For management positions and higher recruitment runs four to six weeks ([DIIIA1-24_PC_Rule_615](#)).

When a classified position becomes vacant or a new position is needed, colleges may make a staffing request ([DIIIA1-25_C1121_Class_Staff](#)). The Personnel Commission reviews the request for appropriateness of job duties within the classification and provides an eligibility list to the college hiring authority with the top three ranks of candidates. The college convenes a hiring committee to interview candidates and makes a selection from the list of eligible candidates. The District Office provides administrative oversight and support services to the

colleges. For classified staff, the LACCD HRD works in collaboration with the Personnel Commission post-recruitment as recruitment is the exclusive domain of the Personnel Commission.

Analysis and Evaluation

LACCD has established recruitment and hiring procedures based on a shared responsibility of faculty, classified staff, and administrators to participate effectively in all phases of the hiring process, as appropriate. All hired personnel meet the minimum qualifications, have been thoroughly screened, interviewed in accordance with all EEO requirements, and the responsible hiring manager under the supervision of the college vice president checks all references. We carefully match the skills sets of prospective employees with the department and student needs.

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

Evidence of Meeting the Standard

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

LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the District's EEO Plan and reflect both the AFT CBA and District protocols ([DIIIA1-04_HRGuide_R-110](#); [DIIIA1-05_HRGuide_R-121](#); [DIIIA1-06_HRGuide_R-122](#); [DIIIA1-07_HRGuide_R-124](#); [DIIIA1-08_HRGuide_R-130](#); [DIIIA1-17_EEO_Plan](#); [DIIIA2-03_AFT1521_CBA_Art33](#)). All applications are forwarded to the screening committee. Committees are advised of applications that may require additional scrutiny. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

At LAHC, this screening committee is assembled from faculty experts in the discipline, academic deans and the Vice President of Academic Affairs who interview candidates, assess qualifications as well as job preparedness and potential effectiveness, and evaluate teaching demonstrations. Faculty are then selected based upon the highest scores in the selection process and a qualitative assessment of how well the prospective candidate fits with the needs of the college in terms of mission, departmental strengths and ability to drive student success based on student needs.

The Human Resources Department certifies all minimum qualifications have been met for

Academic positions prior to the final offer of employment and may recommend an equivalency review through the District's Academic Senate. ([DIIIA2-04](#) Equivalency_Cmt; [DIIIA2-05](#) HR_R-130N; [DIIIA2-06 INCLUDE NEW AP ON EQUIVALENCY](#))

All **faculty job postings**, including those for our baccalaureate degree, use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment ([DIIIA2-07](#) Fac_Job_Desc).

Analysis and Evaluation

Los Angeles Community College District has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence & Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency ([DIIIA2-08](#) BP_1200). The HR Department that all applicants selected for hire meet the minimum qualifications for the position prior to the final offer of employment and that subject matter expertise is verified through a consistent review process.

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

Evidence of Meeting the Standard

LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* ([DIIIA2-01](#) CCCC Min_Quals; [DIIIA1-22](#) PC_Class_Spec). Academic administrators include Presidents, Vice Chancellors and Vice Presidents overseeing academic areas, and Deans.

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

LACCD ensures that the recruitment processes for academic administrators is ***fair, equitable, and thorough*** by using a formalized process administered by the HR Department with standardized procedures that reflect the Human Resources Guide R-110 and Title 5 regulations ([DIIIA1-14](#) HRGuide_R-110; [DIIIA3-02](#) Title_5_CCR_53420). A non-voting EEO Representative serves the college/District on each hiring committee panel for administrators to ensure the District's EEO Plan is adhered to ([DIIIA1-20](#) EEO_Trainings). The EEO Plan requires at least one (1) interview question/prompt to explore the candidate's knowledge of

cultural competencies, inclusion and diversity ethics ([_Sam_Int_QuesFac1](#); [DIIIA3-03_Sam_Int_QuesFac1](#); [DIIIA3-04_TeachDemoWriting](#) [DIIIA3-05_Sam_Int_QuesAdm1](#)) [Teaching Demonstration/Writing Exercise Prompts Sample – College Evidence](#)).

Analysis and Evaluation

The District's established procedures ensure that the academic and classified administrators responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality and that their skill sets matches organizational needs and the needs of our students.

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

Evidence of Meeting the Standard

LACCD ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to produce *official transcripts* from their educational institution to the HR Department in the minimum qualifications validation process ([DIIIA4-01_Title_5_CCR_53406](#); [DIIIA4-02_BP_7210](#)) [III.A.4-2](#) LACCD Board Rules [Chapter X, Article III](#) Sections 10304.1 prob faculty hiring, 10305 equivalence policy for faculty positions, 10535.10 eligibility for a degree differential). [Need new AP 7210, AP 7211, AP 7212](#)

Designated personnel in the HR Department verify that official transcripts are from accredited institutions. The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements: *Degrees and credits must be from accredited institutions ([DIIIA4-01_Title_5_CCR_53406](#)). Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service ([DIIIA2-01_CCCCO_Min_Quals](#); [DIIIA4-01>Title 5 CCR 53406](#) [DIIIA4-03_Fac_Job_Desc](#), [DIIIA4-04_Adj_Dental_Int](#); [DIIIA4-05_Dean_Job_Desc](#); [DIIIA4-06_Instr_Limited](#)).*

The *LACCD Equivalency Committee* meets regularly and will convene off schedule if the need arises to review faculty qualifications to determine if the individual meets minimum qualifications using the Equivalency Criteria stated in DAS Equivalency instructions ([DIIIA2-04_Equivalency_Cmt](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements ([DIIIA5-01_AFT1521_CBA_Art19](#)); [DIIIA5-02_AFT1521_CBA_Art42](#); [DIIIA5-03_AFT1521A_CBA_Art16](#); [DIIIA5-04_B&CTrades_CBA_Art15](#); [DIIIA5-05_SEIU_99_Art_12](#); [DIIIA5-06_SEIU_721_Art_11](#); [DIIIA5-07_Teamsters_Art_8](#); using evaluation forms ([DIIIA5-08_Fac_eval_form_ACD](#); ([DIIIA5-09_Form-PE-CT-PM](#); ([DIIIA5-10_Form-PE-CR_Trades](#); [DIIIA5-11_Form-PE-CS_721](#); [DIIIA5-12_SEIU_99_AppxC](#); [DIIIA5-13_Team_Form_Eval](#)). Confidential employees and management employees are not represented by a bargaining unit and as such, the process for each of these employee groups is outlined in BP 7150 ([DIIIA5-14_BP_7150](#)), PC Rule 702 ([DIIIA5-15_PC_Rule_702](#)), using evaluation forms ([DIIIA5-16_HR_Guide_E210](#)) and ([DIIIA5-17_HR_Guide_E215](#)).

Probationary tenure track faculty are evaluated in each of their first four years, and once every three years following the granting of tenure as specified in the faculty collective bargaining agreement. Part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter. The Personnel Commission and Human Resources Department collaborate to administer the performance evaluation process and distribute the applicable performance evaluation forms for probationary and permanent classified employees in accordance with the provisions PC Rule 702 ([DIIIA5-15_PC_Rule_702](#)).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system ([DIIIA5-18_EASy_Redacted](#)). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 ([DIIIA5-19_AFT1521_MOU_2021](#); [DIIIA5-20_AFT1521A_MOU_2020](#); [DIIIA5-21_Trades_MOU_2020](#); [DIIIA5-22_Teamsters_MOU_2020](#); [DIIIA5-23_SEIU99_MOU_2020](#); [DIIIA5-24_SEIU721_MOU_2020](#)). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions. **Based on the 2021-2022 evaluation period x% of evaluations were completed (evaluation chart as evidence)**

Analysis and Evaluation

All evaluations assess performance effectiveness and provide feedback that leads to improvement in job performance. Evaluations are conducted at regular intervals for each employee group based on stipulations in collective bargaining agreements, administrative procedures and Personnel Commission Rules.

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

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

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

Evidence of Meeting the Standard

LACCD uses state law and regulations as a guide to determine the sufficient number of qualified faculty. LACCD adheres to California Code of Regulations Title 5, section 51025, requiring districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Student (FTES) ([DIIIA7-01 Title_5_CCR_51025](#)). The state Chancellor's Office sets the **Faculty Obligation Number** (FON) for The District. Subsequently, HRD ensures that the LACCD Chancellor's Cabinet sets individual college FON targets ([DIIIA7-02 FON_Fall2021_Coll](#); [DIIIA7-03 _FON_Fall_2021_Rpt](#)). The FON attempts to address appropriate faculty staffing levels for the colleges as a whole based upon student enrollment.

The campuses conduct a **faculty prioritization process** after lengthy discussion of each department's needs following each program review cycle through a participatory governance structure. This is done through an agreed upon process among the Faculty Guild, the Academic Senate, and the College President. Based upon the FON allocation and result of the prioritization process, each college submits a Notice of Intent (NOI) and job description for each position it intends to fill ([DIIIA7-04 _NOI_C902](#)).

At LAHC, prioritization of faculty hiring requests is completed by the Faculty Hiring Prioritization Committee (FHPC), which operates under the auspices of the Academic Senate. The FHPC is established by the faculty AFT1521 bargaining unit agreement Article 32 (IIIA7-01 FHPC Faculty Contract Article 32) and is a shared governance committee comprised of faculty members that assess faculty tenure track hiring needs in accordance with the resources noted above. They prepare a prioritized listing of faculty hiring requests for the college president to consider (IIIA7-02 FHPC Ranking Report 2021-2022). The college president evaluates the requests against college needs, student needs, and the mission of the college then determines which positions will best reflect those goals in the context of student success metrics. The college president communicates the final hiring approvals to the FHPC and Academic Senate via a formal notification letter (IIIA7-03 Faculty Hires Memo to Academic Senate 21-22).

Analysis and Evaluation

LACCD and LAHC follow state law and regulations to determine the sufficient number of qualified faculty appropriate for the college. In order to maintain a sufficient number of qualified faculty, including full-time and adjunct faculty, LAHC conducts a faculty prioritization process led by the College Faculty Hiring Prioritization Committee (FHPC). To assure fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes, the FHPC committee and College President considers data relevant to achievement of the college mission and purposes in the faculty hiring decision making process.

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

Evidence of Meeting the Standard

LACCD adheres to the evaluation, security, and seniority of adjunct faculty policies and practices negotiated by The District and the AFT Faculty Guild (1521) in compliance with Education Code and Title 5. Policies on evaluation, security, and seniority of adjunct faculty are covered in Articles Thirteen (13) ([DIIIA8-01_AFT1521_CBA_Art13](#)), Sixteen (16) [DIIIA8-02_AFT1521_CBA_Art16](#) , Nineteen (19) ([DIIIA5-01_AFT1521_CBA_Art19](#)) and Forty-Two (42) [DIIIA5-02_AFT1521_CBA_Art42](#)) of the faculty collective bargaining agreement. Part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter ([DIIIA8-03_AFT1521Art19SecE1](#)).

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

- ***FLEX workshops*** available through the Vision Resource Center ([DIIIA8-04_ELAC_VRC_Flex](#))
- ***Invite to Opening Day*** to get a big-picture view of the direction of the college from the president and other college leaders ([DIIIA8-05_ELAC_Open_Day21](#)).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory government committees, town halls, academic senate, and on program review committees ([DIIIA8-06_AdjSupport](#)).
- In addition, adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions ([DIIIA2-03_AFT1521_CBA_Art33](#)). These activities help them to be appropriately oriented to LACCD and our students, and to become engaged with student life and the academic processes of LACCD.
- All LACCD faculty, including adjuncts, are required to complete two four-week, forty-hour courses to become certified to teach online: Introduction to Teaching with Canvas, a course that focuses on using the Canvas tools to create accessible and effective online course content, and Introduction to Online Teaching and Learning, a course that focuses

on online course design, policy, and pedagogy. The District offers sessions of these courses throughout every term, and all faculty are able to participate.

LAHC further supports its part-time and adjunct faculty with professional development to integrate them into the life of the college (IIIA8-01 insert FLEX workshops). These valued employees are continually provided training and involvement opportunities. A highlighted few include:

- Harbor Palooza Event to familiarize students and employees with our campus.
- Flex Days in Fall and Spring to provide faculty with training on all aspects of college policies, practices, student retention and success strategies, and campus-wide information.
- LAHC Opening Day events held during the first week of the Fall and Spring semesters to familiarize faculty with current campus-wide information and strengthen student success strategies.
- Distance Education Webinar Series to acquaint them with strategies for online teaching success.
- Equity Professional Development to strengthen teaching methodologies for students of color.
- Vision Resource Training to convey how to take advantage of trainings and professional development opportunities.
- Canvas Training for faculty to learn this software to aid teaching and learning.
- Safe Zone Training, Women's History Month, Dia de los Muertos events, Disability Awareness Month, Hispanic Heritage Month, and Black History Month events all provide outlets for faculty to learn how best to serve diverse populations.

Further, LAHC's Academic Senate has a Professional Development Committee that provides professional development opportunities for faculty to expand their learning and has offered trainings on equity minded teaching and learning, established community of practice goals, and expanded racial equity/justice trainings (IIIA8-02 Academic Senate 2-23-22 Agenda; IIIA8-03 Academic Senate 1-26-22 agenda; IIIA8-04 Academic Senate 11-24-21 Agenda). This committee has also enhanced faculty learning by providing implicit bias training and accessibility training (IIIA8-05 Implicit Bias Training).

Analysis and Evaluation

LACCD and LAHC has sufficient employment policies and practices that provide for the orientation, oversight, evaluation and professional development of part-time and adjunct employees.

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

Evidence of Meeting the Standard

The determination of staffing sufficiency is a collaborative process within the College and

District.

There are internal procedures within the District in order to initiate recruitment of both classified and academic employees. Staffing projections and analysis are done at the campus level and at the District level for departments at the Educational Services Center (ESC). Regarding Classified employees, the college, in collaboration with interested stakeholders, creates a prioritized list after a thorough analysis ([DIIIA9-01_AFT1521CBA17pg72](#)), ([DIIIA9-02_AFT1521CBA44pg191](#)). A **Classified Staffing Request** form in which a program provides a summary and rationale for the request when hiring classified employees ([DIIIA1-25_C1121_Class_Staff](#)).

The campuses utilize a participatory governance structure when determining classified staffing needs that incorporate college planning and program review. The **Classified Staffing Request** form is used to request a hiring list from the Personnel Commission.

As with faculty requests, the College President then works in conjunction with the Vice President of Administrative Services to analyze the budget impact of the requests, including long-term financial impact of adding new classified staff to ensure we have sustainable financial resources. The president submits the requests for staffing through the Chancellor for review and approval.

At LAHC, staff use a variety of metrics to determine appropriate staffing levels based upon factors such as hours of operation, front facing hours needed to properly service students, student demand, student enrollment figures, industry standard staffing levels and customized to particular student needs. For example, when determining the level of staffing required for maintenance and operations staff, LAHC and LACCD use an industry standard provided by the Association of Physical Plant Administrators (APPA) that suggests the appropriate levels of staffing at colleges. Their guidance is translated into standards related to LACCD/LAHC and staffing is hired accordingly (IIIA9-01 MO Staffing Levels; IIIA9-02 Gardening Staffing Levels; IIIA9-03 Custodial Staffing Levels).

To further assess classified hiring priorities, all classified hiring goes through the college's Budget Committee, which is a shared governance body that evaluates and recommends spending. Requested classified hires, including refilled positions, are agendaized on a Budget Committee agenda (IIIA9-04 Budget Committee Agenda 1.25.22) and discussed and scored according to a hiring decision rubric (IIIA9-05 Decision Rubric Classified Hiring). Requests are scored based on adherence to laws, policies, regulations, industry standards and ability to advance student success according to the metrics provided in the Student Centered Funding Formula. Those positions with the strongest scores are advanced for hiring recommendation to the College Planning Council and college president.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Colleges and the District office establish processes as necessary to ensure adequate administrative staffing. The campuses utilize a participatory governance structure when determining administrator staffing needs. In collaboration with the Teamsters and other interested stakeholders, the college creates a prioritized list after a thorough analysis ([DIIIA10-01_Teamsters_CBA_pg10](#)). The *Notice of Intent* or *Classified Staffing Request* form is used to initiate recruitment depending upon the position is for either an academic or classified administrator ([DIIIA7-04_NOI_C902](#); [DIIIA1-25_C1121_Class_Staff](#)).

LACCD administrative hires are done at the colleges through the various participatory governance hiring prioritization committees/processes. Executive leadership positions are vetted through the Chancellor who establishes a separate hiring committee which includes various participatory governance groups in accordance with BP 7120 ([DIIIA1-09_BP_7120](#)). There are collective bargaining agreements that include hiring information and processes for each respective bargaining unit ([DIIIA10-02_Union_Contracts](#)). Academic employees shall meet minimum qualifications in accordance with 5 CCR 53021 ([DIIIA1-15_Title_5_CCR_53021](#)). Classified administrators are vetted through the Personnel Commission in order to meet eligibility requirements pursuant PC Rule 615 Examinations and 635 Eligibility Lists ([DIIIA1-24_PC_Rule_615](#); [DIIIA10-03_PC_Rule_635](#)). The Budget Allocation Model stipulates the baseline funding for administrators ([DIIIA10-04_Unres_Gen_Fund](#)).

At LAHC, the college examines the number of administrators it needs based upon an allocation model provided by LACCD's District Office (IIIA10-01 Minimum Base Funding) that shows the FTES count, plus the number of full-time faculty, and calculates a reasonable caseload of students and faculty per dean districtwide to determine how many academic administrators should be hired at the college. This is done to ensure adequate academic administrators are at the campus to serve student and faculty needs for sufficient levels of service. The rubric also makes allocating facilities and administrative personnel formulaic based upon FTES and campus square footage as well as number of employees to be managed. This ensures adequate and efficient staffing levels. Should there be campus-level needs for additional administrators, such as to manage a state or federal grant, those hiring decisions are made if they are needed or required to support grant functions.

Analysis and Evaluation

LAHC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

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

Evidence of Meeting the Standard

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

Item	Location
BP Chapter 7	On the LACCD BoardDocs Homepage, click on the Policies link (DIIIA11-01_Ch_7_on_BoardDocs).
HR Protocols	Human Resources Website (DIIIA11-02_HR_Guides)
Collective Bargaining Agreements	Human Resources Website (DIIIA10-02_Union_Contracts)
Employee Forms	Human Resources Website (DIIIA11-03_Fac_Staff_Forms)

Analysis and Evaluation

LACCD publicizes its personnel policies on easily accessible public websites. Through the [negotiation process](#), any personnel policies and procedures contained in collective bargaining agreements are analyzed carefully and regularly. Publishing the policies and procedures on public websites and educating our employees about those policies and procedures represent the ways we hold ourselves accountable to each other for a consistent and equitable administration of those policies and procedures.

Other accountability measures are the **LACCD District-Level Governance and Decision Making Assessment Academic Year 2020-21** ([DIIIA11-04_20-21_Gov_Survey](#)) distributed every two to three years. The surveys inquire about the effectiveness and quality of services provided by the various service and administrative areas, including Human Resources, and about interactions between the employee groups with opportunities to provide narrative explanations.

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

Evidence of Meeting the Standard

One of LACCD's Core Values is "The Power of Diversity"; as such, we provide a broad range of trainings that support, encourage, and address issues related to diversity on campuses and among a diverse population of personnel and students. Faculty are able to use resources through the Vision Resource Center for Flex credit ([DIIIA12-01_VRC](#)). Employees are to be trained on equal employment practices in the interview and selection process before they participate on an interview panel ([DIIIA1-20_EEO_Trainings](#)). Furthermore, a Professional Development Continuum has been developed by Human Resources as a means to internally organize training within the Department for the district operations ([DIIIA12-02_PD_Continuum](#)). In addition, a list of trainings for managers facilitated by ODEI, Risk Management, ELR, and Human Resources has been provided to the Board of Trustees ([DIIIA12-03_PD_SupManagers](#)).

The Office of Diversity, Equity and Inclusion (ODEI) provides district-wide training for employees to serve on a **screening and interview committees** on the policies and procedures of recruitment and selection of candidates. A District-trained EEO Representative is selected at each campus to serve on the selection committee to ensure compliance with the District's EEO Plan. Each screening and interview committee member signs a confidentiality agreement if selected to participate on a search committee ([DIIIA12-04_C306-9_Mem_Agmt](#); [DIIIA12-05_C589_CmtMemAgmt](#)). The screening committee follows a process ([DIIIA12-06_Cand_Screen_Form](#); [DIIIA12-07_Inst_App_Review](#)). This process ensures that the person hired meets the minimum qualifications, has an adequate and appropriate knowledge of his/her field, and his/her skill sets match the needs of the department and our students as determined by the selection committee. The hiring committee develops the interview questions, develops any writing exercise, sets the parameters for teaching prompts, and develops the rating rubric. Each candidate is asked the same questions, administered the same writing exercise, and provided the same teaching prompts to ensure fairness and consistency to all candidates. The questions and prompts are aligned with the expectations of the position, subject matter expertise, and particular skill sets required or preferred of each candidate. The EEO Plan requires at least one (1) interview question/prompt to explore the candidate's knowledge of cultural competencies, inclusion, and diversity ethics. ([DIIIA3-07_Sam_Int_QuesFac1](#); [DIIIA3-08_Sam_Int_QuesAdm1](#)). [III.A.2-19.3 – Teaching Demonstration/Writing Exercise Prompts Sample](#)

Analysis and Evaluation

LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. Our Diversity core value is also expressed in our commitment to hiring a diverse faculty and staff and assessing equity in hiring for all employee classifications. A "Framework for Racial Equity and Social Justice" identifies action step commitments which include but are not limited to the creation of a districtwide race, equity and inclusion Human Resources Workgroup that is to address systemic barriers to the recruitment, hiring, and promotion of historically underrepresented and marginalized communities ([DIIIA12-08_FrmwkRacialEquity](#)). As charged, the EEO reviews recruitment strategies and makes recommendations to LACCD Board of Trustees accordingly.

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

Evidence of Meeting the Standard

One of LACCD's Core Values is Public Accountability & Transparency and as such, the LACCD has a number of Board Rules that addresses written codes of professional ethics for all its personnel. One such Board Rule is in Board Rule and Administrative Procedure 2710 which addresses Conflict of Interest ([DIIIA13-01](#) BP 2710; [DIIIA13-02](#) AP 2710).

Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Rules, the Personnel Commission publishes its Personnel Commission Laws & Rules covering all Classified employees ([DIIIA13-03](#) PC RULE 735), and education code 87732 for academic employees ([DIIIA13-04](#) Ed Code 87732). BP 7366 (Unsolicited Written Derogatory Communication) is a policy that allows any employee or members of the public a mechanism to criticize an employee's performance of duties or character ([DIIIA13-05](#) BP 7366). An HR Protocol HR E-001 describes the evaluation and processing of an unsolicited derogatory communication ([DIIIA13-06](#) HRGuide E001). BP 6410 (District Audit Charter) established the Office of Internal Audit (OIA) which is an independent appraisal function ([DIIIA13-07](#) BP 6410). OIA investigates and reports matters of internal fraud, waste or abuse to ensure efficiency and effective use of District public funds. OIA also manages the Whistleblower Hotline and a Whistleblower Committee meets regularly to discuss matters of alleged ethical improprieties.

In terms of hiring practices, the District has, and enforces, a strict nepotism policy and protocol as well ([DIIIA13-08](#) B325 Nepotism).

With regard to faculty, the LACCD Board of Trustees recognizes the District Academic Senate as the academic integrity body, consults regularly with it on academic and professional matters common to the District. Additionally, each college has organized its own College Academic Senate for the purpose of faculty government and has established formal and effective procedures for participation as an advisory on setting policies on professional matters. Faculty determine obligations for professional ethics as defined in BP 4030 ([DIIIA13-09](#) BP 4030) which details the District's commitment to Academic Freedom and the ability for each academic senate to create local protocols on academic freedom and professional ethics.

Analysis and Evaluation

LACCD has an approved ethics policy for all of its personnel under Board Rule 2715 Code of Ethics ([DIIIA13-10](#) BP 2715). Under this policy, each college adopted a Code of Ethics which

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

all members of the faculty are required to abide ([DIIIA13-11](#) LAPC Code of Ethics). Anyone may submit an anonymous report to the District's Office of Internal Audit ([DIIIA13-12](#) LACCD Whistleblwr) or the Whistleblower Hotline either by phone or by fax ([DIIIA13-13](#) Whistleblwr Hotline). Any member of the college community, or the public, can criticize an employee's performance or character covered by BP 7366 Unsolicited Written Derogatory Communications ([DIIIA13-05](#) BP 7366). Allegations for violations of any of these policies are thoroughly investigated and can result in employee disciplinary progressive intervention.

Evidence of Meeting the Standard

LACCD's Core Values of Access & Opportunity and Excellence & Innovation recognize that the District's greatest resource is employees. To support employees, District and college divisions offer a multitude of trainings for faculty, classified staff, and administrators throughout the year ([DIIIA12-01](#) VRC). Responses to Standards II.A.2 and II.A.7 describe the professional development we provide for our faculty directed toward improving teaching methodologies. In addition, the response to III.A.12 describes professional development around diversity and equity training ([DIIIA1-20](#) EEO Trainings). LACCD also values the importance of employee learning and professional development for its supervisors, managers, deans, and executive leadership teams. The District has offered the following professional learning opportunities to support campus leaders:

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

At LAHC, all personnel are provided sufficient and appropriate opportunities for continued professional development based on evolving pedagogy. LAHC's schedule for its Spring, 2022 Opening Day is robust and offers opportunities for employees to learn about the Vision Resource Center, learn how to support diverse students, and expand supports for students learning online ([IIIA14-01](#) Professional Development Schedule). Additional professional development opportunities offered throughout the years have included:

- Harbor Palooza event to familiarize students and employees with our campus.
- Flex Days in Fall and Spring to provide faculty with training on all aspects of college policies, practices, student retention and success strategies, and campus-wide information.
- LAHC Opening Day events held during the first week of the Fall and Spring semesters to familiarize faculty with current campus-wide information and strengthen student

success strategies.

- Distance Education Webinar Series to acquaint them with strategies for online teaching success.
- Equity Professional Development to strengthen teaching methodologies for students of color.
- Vision Resource Training to convey how to take advantage of trainings and professional development opportunities.
- Canvas Training for faculty to learn this software to aid teaching and learning.
- Safe Zone Training, Women's History Month, Dia de los Muertos events, Disability Awareness Month, Hispanic Heritage Month, and Black History Month events all provide outlets for faculty to learn how best to serve diverse populations.

Classified staff at LAHC have been provided several training opportunities to expand their ability to offer effective support services to students in an online environment including:

- SAP training tips (IIIA14-02 SAP Training Tips)
- Procurement training (IIIA14-03 Procurement Training slides; IIIA14-04 Procurement Training)
- Training for processing budget transfers (IIIA14-05 EBTA)
- Training for AdobeSign PDF files to automate online signatures (IIIA14-06 PDF Training Adobe Sign)

Managers received training in March, 2022 on the updated budget development and resource allocation process (IIIA14-07 Budget Development Process).

LAHC evaluates its professional development programming to determine how to improve upon itself to better offerings for all employees. In the Spring of 2022, LAHC provided a survey to all employees to glean input on its professional development offerings in 2021-2022 and learned important information which will shape future offerings (IIIA14-08 Prof Dev Survey Results).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The LACCD HR Department maintains the official personnel file of record. It stores files in a *secure room* with key access to which only designated HR employees may access.

The collective bargaining unit agreements for faculty and classified enable employees to *review and access* their personnel records and files with an HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR ([DIIIA15-01_Pers_File_CBA_Art](#)).

Conclusions on Standard IIIA: Human Resources

In alignment with the District and College mission and goals, The Los Angeles Community College District (LACCD) and Los Angeles Harbor College (LAHC) have established policies and procedures following Board Policies and Administrative Procedures published on the District website and in various handbooks and guides developed by constituents groups through the shared governance structure for recruiting and hiring highly qualified and capable administrators, faculty, and staff.

The LACCD and LAHC follow a process that adheres to state law and regulations for determining the number of full-time faculty need to fulfill the District and College mission. An evaluation of progress towards student success metrics in the Program Review process is used as the basis for decisions in the Faculty Hiring Prioritization Process. The College uses the participatory governance structure and data from the program review process to also determine classified and administrative staffing needs. The college President evaluates hiring request against college needs, student needs, and accomplishment of the mission, then determines which positions reflect the goals in the context of student success metrics.

New and existing full-time, part-time, adjunct faculty, staff, and administrators attend professional development training on a yearly basis, including: LAHC's Opening Day, FLEX workshops available through the Vision Resource Center, and campus equity, distance education, and other training workshops.

In line with a "Framework for Racial Equity and Social Justice," the LACCD and LAHC promote an understanding of equity and diversity evidenced by the commitment to hiring diverse faculty and staff for all employee classifications.

Guided by the faculty, classified employee, and academic dean collective bargaining agreements, applicable Board Policies and Administrative Procedures, and the Personnel Commission Rules, the LACCD and LAHC have and follow procedures in place for the evaluation of employees. All District employees are asked to follow a written code of ethics outlined in Board Rules and Administrative Procedures. Further, the District has implemented policies to maintain records in a secure environment.

Standard IIIA Evidence List

[DIIIA1-01_HROrgChartOps](#)
[DIIIA1-02_HRG_R-110_to_R-400](#)
[DIIIA1-03_Title_5_Art_2](#)
[DIIIA1-04_HRGuide_R-110](#)
[DIIIA1-05_HRGuide_R-121](#)
[DIIIA1-06_HRGuide_R-122](#)
[DIIIA1-07_HRGuide_R-124](#)
[DIIIA1-08_HRGuide_R-130](#)
[DIIIA1-09_BP_7120](#)
[DIIIA1-10_BP_7270](#)
[DIIIA1-11_CCC_Registry](#)
[DIIIA1-12_Recruitment_Strat](#)
[DIIIA1-13_HRGuide_P-110](#)
[DIIIA1-14_HRGuide_R-110](#)
[DIIIA1-15_Title_5_CCR_53021](#)
[DIIIA1-16_HRGuide_R-130](#)
[DIIIA1-17_EEO_Plan](#)
[DIIIA1-18_Title_5_CCR_53003](#)
[DIIIA1-19_Title_5_CCR_53024.1](#)
[DIIIA1-20_EEO_Trainings](#)
[DIIIA1-21_PC_Laws_Rules](#)
[DIIIA1-22_PC_Class_Spec](#)
[DIIIA1-23_PC_Website](#)
[DIIIA1-24_PC_Rule_615](#)

[DIIIA1-25_C1121_Class_Staff](#)

[DIIIA2-01_CCCCO_Min_Quals](#)

[DIIIA2-02_Academic_Jobs](#)

[DIIIA2-03_AFT1521_CBA_Art33](#)

[DIIIA2-04_Equivalency_Cmt](#)

[DIIIA2-05_HR_R-130N](#)

[DIIIA2-06_INCLUDE_NEW_AP_ON_EQUIVALENCY](#)

[DIIIA2-07_Fac_Job_Desc](#)

[DIIIA2-08_BP_1200](#)

[DIIIA3-01_Emp_Webpage](#)

[DIIIA3-02_Title_5_CCR_53420](#)

[DIIIA3-03_Sam_Int_QuesFac1](#)

[DIIIA3-04_TeachDemoWriting](#)

[DIIIA3-05_Sam_Int_QuesAdm1](#)

[DIIIA4-01_Title_5_CCR_53406](#)

[DIIIA4-02_BP_7210](#)

[AP 7210, AP 7211, AP 7212](#)

[DIIIA4-03_Fac_Job_Desc](#)

[DIIIA4-04_Adj_Dental_Int](#)
[DIIIA4-05_Dean_Job_Desc](#)
[DIIIA4-06_Instr_Limited\).](#)
[DIIIA5-01_AFT1521_CBA_Art19](#)
[DIIIA5-02_AFT1521_CBA_Art42](#)
[DIIIA5-03_AFT1521A_CBA_Art16](#)
[DIIIA5-04_B&CTrades_CBA_Art15](#)
[DIIIA5-05_SEIU_99_Art_12](#)
[DIIIA5-06_SEIU_721_Art_11](#)
[DIIIA5-07_Teamsters_Art_8](#)
[DIIIA5-08_Fac_eval_form_ACD](#)
[DIIIA5-09_Form-PE-CT-PM](#)
[DIIIA5-10_Form-PE-CR_Trades](#)
[DIIIA5-11_Form-PE-CS_721](#)
[DIIIA5-12_SEIU_99_AppxC](#)
[DIIIA5-13_Team_Form_Eval](#)
[DIIIA5-14_BP_7150](#)
[DIIIA5-15_PC_Rule_702](#)
[DIIIA5-16_HR_Guide_E210](#)
[DIIIA5-17_HR_Guide_E215](#)
[DIIIA5-18_EASy_Redacted](#)
[DIIIA5-19_AFT1521_MOU_2021](#)
[DIIIA5-20_AFT1521A_MOU_2020](#)
[DIIIA5-21_Trades_MOU_2020](#)
[DIIIA5-22_Teamsters_MOU_2020](#)
[DIIIA5-23_SEIU99_MOU_2020](#)
[DIIIA5-24_SEIU721_MOU_2020](#)
[DIIIA7-01_Title_5_CCR_51025](#)
[DIIIA7-02_FON_Fall2021_Coll](#)
[DIIIA7-03_FON_Fall_2021_Rpt](#)
[DIIIA7-04_NOI_C902](#)
[DIIIA8-01_AFT1521_CBA_Art13](#)
[DIIIA8-02_AFT1521_CBA_Art16](#)
[DIIIA8-03_AFT1521Art19SecE1](#)
[DIIIA8-04_ELAC_VRC_Flex](#)
[DIIIA8-05_ELAC_Open_Day21](#)
[DIIIA8-06_AdjSupport](#)
[DIIIA9-01_AFT1521CBA17pg72](#)
[DIIIA9-02_AFT1521CBA44pg191](#)
[DIIIA10-01_Teamsters_CBA_pg10](#)
[DIIIA10-02_Union_Contracts](#)
[DIIIA10-03_PC_Rule_635](#)
[DIIIA10-04_Unres_Gen_Fund](#)
[DIIIA11-01_Ch_7_on_BoardDocs](#)
[DIIIA11-02_HR_Guides](#)
[DIIIA11-03_Fac_Staff_Forms](#)

[DIIIA11-04_20-21_Gov_Survey](#)
[DIIIA12-01_VRC](#)
[DIIIA12-02_PD_Continuum](#)
[DIIIA12-03_PD_SupManagers](#)
[DIIIA12-04_C306-9_Mem_Agmt](#)
[DIIIA12-05_C589_CmtMemAgmt](#)
[DIIIA12-06_Cand_Screen_Form](#)
[DIIIA12-07_Inst_App_Review](#)
[DIIIA12-08_FrmwkRacialEquity](#)
[DIIIA13-01_BP_2710](#)
[DIIIA13-02_AP_2710](#)
[DIIIA13-03_PC_RULE_735\)](#)
[DIIIA13-04_Ed_Code_87732](#)
[DIIIA13-05_BP_7366](#)
[DIIIA13-06_HRGuide_E001](#)
[DIIIA13-07_BP_6410](#)
[DIIIA13-08_B325_Nepotism](#)
[DIIIA13-09_BP_4030](#)
[DIIIA13-10_BP_2715](#)
[DIIIA13-11_LAPC_Code_of_Ethics](#)
[DIIIA13-12_LACCD_Whstleblwr](#)
[DIIIA13-13_Whstleblwr_Hotline](#)
[DIIIA14-01_Women_Empowerment](#)
[DIIIA14-02_PD_Union_CBA_Art](#)
[DIIIA14-03_Deans_Academy](#)
[DIIIA14-04_Deans_Acad_Agenda](#)
[DIIIA14-05_Presentation_Deans](#)
[DIIIA14-06_Essentials_In_Sup](#)
[DIIIA14-07_Essen_in_Sup_Sch](#)
[DIIIA14-08_Pres_Academy](#)
[DIIIA14-09_Pres_Acad_Brochure](#)
[DIIIA15-01_Pers_File_CBA_Art](#)

B. Physical Resources

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

Evidence of Meeting the Standard

The creation of safe and accessible facilities is the mutual responsibility of the College and the District Facilities Planning and Development Department (FP&D). To achieve these goals, FP&D supports colleges with facilities planning, capital improvements, higher cost deferred maintenance, and establishing districtwide standards. FP&D ensures safe and accessible facilities by assisting colleges designing and constructing California Field Act (compliant buildings, facilities, and systems as specified by California's Division of State Architect (DSA) ultimately

assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and facilities conditions index (FCI) report to ensure campus buildings, systems, and workspaces are in safe working order ([DIIB1-02 FCI_Report_021122](#)). The FP&D supports the colleges through the maintenance of the District's space inventory web-based software suite (Facility Utilization Space Inventory Options Net) ([DIIB1-03 FUSION Overview](#)).

LAHC's Space Inventory (IIB1.01 Fusion Space Inventory) identifies each space on campus and is used as a resource for a variety of projects including construction planning and operational evaluation and analysis.

In addition to meeting the regulatory requirements established by the CBC and ADA with oversight from the DSA, the FP&D oversees capital improvement, major repairs and replacement projects that best support the educational mission of the colleges. Factors that lead to major capital investments include the need for retrofits, repairs, major renovations, new construction, and critical building safety features. The assessment of capital investment needs are a result of maintenance and operations inspections, periodic facilities conditions assessments, and long-range planning. To ensure operational efficiency, the District has adopted a deferred maintenance program with a dedicated budget allocation to ensure physical resources are adequately maintained for the life of the asset (see later standard) ([DIIB1-04 2012_0523-DeferredMaint](#)).

At LAHC, a shared governance body called "CORE" reviews all facilities planning and prioritizes projects. CORE meets regularly with the college's Build LACCD bond College Project Team (CPT) to coordinate efforts between the college-level Facilities, Maintenance and Operations Team (FMO) and the district-level bond projects team. This group prioritizes all facilities funding that comes to the college for large construction and facilities projects. The Five Year Capital Plan (IIB1.02 5YR Cap Plan) outlines the priorities for spending and a prioritized spending list is extrapolated from this (IIB1.03 SMP Funding Priorities; IIB1.04 LAHC SMP Plan). At each CORE meeting, project updates are provided, the list discussed, and adjustments made as needed (IIB1.05 CORE Powerpoint; IIB1.06 CORE Minutes). The college also has funding for small-scale facilities and construction projects which are prioritized through CORE as well (IIB1.07 Small Projects Priorities List).

Each College also has an ADA Title II Transition Plan ([DIIB1-05 LACCD_2021_Transition_Plans](#)) that identifies the list of barriers and describes how barriers will be removed.

Providing a healthful working and learning environment is a Districtwide priority. The FP&D endeavors to ensure clean and sufficiently maintained buildings and facilities by establishing and providing facilities standards and initiatives. The adoption and commitment to better align maintenance and operational goals with the APPA Leadership in Educational Facilities standards assures resources and planning efforts are driven by data and achievable service goals. Alignment with APPA standards offer flexible maintenance and operational staffing models based on the desired level of service and budget available specific to each college ([DIIB1-06 MO_Staffing_2021-22](#)).

LAHC routinely analyzes its operational staffing levels to ensure that it can maintain a clean working and learning environment. Regularly, the college is provided with a chart from the District Office showing staffing levels for custodial, gardening and maintenance employees which are benchmarked against APPA standards. The college analyzes these to determine hiring priorities (IIIB1.09 Custodial Staffing Levels; IIIB1.10 Gardening Staffing Levels; IIIB1.11 Maintenance Staffing Levels). For example, in 2021, after reviewing the chart, the college opted to increase its staffing levels to gain ground on providing the staffing levels suggested by APPA. The college hired four custodians, a maintenance assistant, a plumber, and a gardener. The 2022-2023 budget calls to add an HVAC Technician and a General Foreman as well as a result of this staffing analysis. By examining industry suggestions and hiring accordingly, the college has improved the cleanliness and the overall look of the campus. It has also increased the Facilities operational budget to properly provide supplies and materials for these new employees to successfully provide cleanliness service.

In terms of maintaining a healthful and clean campus, LACCD has rolled out a Cleanliness Initiative (IIIB1.12 LACCD Cleanliness Initiative) to focus on providing clean college buildings. LAHC also assesses current building conditions and the District Office has provided support to bring cleaning systems current (IIIB1.13 COVID Repairs List) to comply with the new way of cleaning buildings in a COVID-19 pandemic era. This allowed for ducts to be cleaned, new cleaning equipment purchased, and new systems of disinfection to be installed. LAHC instituted a new work order system to quickly assess areas of operational need where FMO employees as well. College employees can enter work orders into an online work order system, called a BIM GENIE system to request maintenance and repairs. The campus was made aware of this new process to enter work order requests and provided appropriate training (IIIB1.14 BIM Genie Access Instructions). The system is functioning well (IIIB1.15 NEW Work Order System Email). The LAHC Director of Facilities daily assesses and assigns work orders to FMO personnel, (IIIB1.16 Work Orders by Trade) which helps ascertain need for additional staffing as well. The Director of Facilities monitors the completion of work order requests to continually monitor progress on safety and cleanliness (IIIB1.17 LAHC Workorders 5-21 to 2-22). On a regular basis, the District and campus perform inspections to ascertain campus cleanliness conditions and make corrections as needed prior to the beginning of each semester (IIIB1.18 Building Readiness Spring).

To provide additional safety, campus maps showing evacuation routes are placed appropriately around campus (IIIB1.19 Emergency Exit Maps) and employees in each building are trained to be building emergency captains to assist in an emergency (IIIB1.20 Building Captain Responsibilities). Key processes are routinely updated to ensure only those needing access are provided it (IIIB1.21 Key Process).

Facilities and Maintenance personnel have a clear understanding of the processes governing their work and are provided with a manual that outlines each person's role within the department and processes for performing various duties (IIIB1.22 Facilities Maintenance and Operations Instructional Manual).

The District's capital improvement program (BuildLACCD) has identified and funded barrier removal projects to ensure accessibility improvements identified in the ADA transition plan are

completed. The District bond program (BuildLACCD) verifies and ensures compliant work through a design review and field assessment process completed by an independent Certified Access Specialist (CASp) ([DIIIB1-07 CASp Certs](#)). Long-range planning has resulted in \$191M of districtwide capital improvement bond funds dedicated solely to the safety and security at all colleges facilities and the Education Service Center (ESC) ([DIIIB1-08 Physical Security Accreditation](#)). As an example, safety and security projects include door hardware upgrades, electronic access, and security cameras. Environmental design is a comprehensive design approach to improve safety by integrating barriers, landscaping and exterior lighting into existing college projects.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

In order to ensure the effective use and continuing quality of its physical resources, the FP&D and college facilities offices work collaboratively to regularly evaluate facilities, equipment, and instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations.

In an effort to best support each College's mission, the District participates in a Facilities Condition Index (FCI) Assessment Review ([DIIIB2-01 FoundationCCC Assessors Visit](#)). The FCI assessment is completed periodically by external engineering and building professionals contracted and managed by the Foundation for California Community Colleges. The FCI is reviewed annually with consideration for deterioration based on the colleges' own assessments derived from the preventative maintenance inspections ([DIIIB2-02 College Annual FCI Review](#)), documented failures and emergency repairs and completed or further deferred scheduled maintenance projects funded by through California Community College Chancellor's Office Physical Plan and Instructional Support Program. FP&D reviews the Colleges space utilization report (FUSION) annually, spaces include all instructional, office, and lab space ([DIIIB2-03 ProjectList5Year_2-11-22](#)). Campus work orders and service reports are reviewed to assess and prioritize improvement, repair and replacement projects ([DIIIB2-04 Review Work Orders](#)).

Property acquisition follows the B-21 Administrative Regulation ([DIIIB2-05 B-21-02-Viability_Study_Land_Acquisition_LATTC](#)), established to identify the essential elements as a pre-requisite for the Districts' purchase, lease-purchase or lease longer than three years or real property for the benefit of the District.

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

LAHC provides input on all facilities master planning through its CORE shared governance body and that body prioritizes the college needs which are flowed up through the master plan (IIB2-01 5YR Cap Plan; IIB2-02 SMP Funding Priorities).

FP&D coordinates the presentation of all college Facilities Master Plans to the Board Facilities Planning Subcommittee [DIIB2-06](#) and to the full Board for approval ([DIIB2-07](#) Facilities Master Plans FMP Process). In addition, FP&D ensures that building projects and other capital investments are reviewed by the Board Facilities Planning Subcommittee for consistency and appropriateness across the District. The Chancellor and Vice Chancellor/ Chief Facilities Executive have the responsibility for planning and administrative management of the District's capital outlay and construction program ([DIIB2-08](#) Admin_Reg_B-19). Annually, the Chancellor updates the Five-Year Capital Outlay Plan ([DIIB2-09](#) 2023-2027_5YR_Const_Plan). Over the past 20 years, the District has received four facilities bonds totaling nearly \$10 billion to support the colleges' educational programs ([DIIB2-12](#) Bond Board Approvals Prop A AA Measure J CC). This has resulted in 163 new buildings, 622 renovated or remodeled buildings, and 92 demolished buildings ([DIIB2-10](#) Bond-0-Project Update 2022-02-25 new_renovated; [DIIB2-11](#) Bond-1-Project Update 2022-02-25 demolition) . The demolition of aging buildings and replacement with new buildings decreases operating costs, increases safety and ensures that facilities space best meets the educational needs of students through capital investment support.

The rationale for considering purchases and leases longer than three years is a document prepared by the College and presented by President prior to presenting a proposed property acquisition to the board. The assessment and proposal include a viability study and a business plan. The District facilities and finance teams work with the college to review the business and financial plan and the due diligence assessment before a final recommendation is presented to the Chancellor ([DIIB2-13](#) B-21-02-Viability_Study_Land_Acquisition_LATTC).

Currently, LAHC leases out a building on its campus to a high school from the Los Angeles Unified School District (IIB2.03 HTPA Ground Lease) through a ground lease.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

To assure the feasibility and effectiveness of District physical resources, The District relies on a collaborative approach that utilizes local college's prioritization through the college's participatory governance and the FP&D expertise. FP&D supports college projects that are considered high cost as described below, while colleges conduct local processes to determine lower cost investments and prioritization of needs. College processes support the planning and design processes for short- and long-term strategic plans related to capital construction projects ([DIIIB3-01](#) FPD Project Submission-SMP-DM). Each college also uses FUSION ([DIIIB3-02](#) 2020-21 Space Inventory Report; [DIIIB3-03](#) 2021-22 Space Inventory Report) to update an inventory of facility space as discussed above. Using the space inventory, the colleges work with FP&D to align maintenance and operations work orders with the space inventory system. This supports college efforts to plan and evaluate improvements, repairs and replacements more effectively to maximize the deferred maintenance funding and operational services. Periodic maintenance inspections, service and cleaning inspections are also used to assess the condition of the buildings' facilities and systems. Operational assessments including periodic maintenance inspections and service intervals are also used to establish staffing plans consistent with the APPA standards.

LAHC assures the effectiveness of building resources through prioritization of its construction and facilities projects as noted in III. B.1. and III.B.2. A shared governance body called CORE examines all facilities and construction projects, receives regular updates and assists with planning of the physical resources to ensure they are in alignment with college instructional and student service's needs. Meetings regular feature discussions of learning spaces and what needs they have to deliver instruction well and these projects receive high priority (IIIB3-01 CORE Powerpoint). Restrooms, disabled access projects, shading, technology, safety and security and other projects have all been addressed in 2021-2022 (IIIB3-02 SMP Funding Priorities).

Low-cost facility and infrastructure needs are addressed through the District's Deferred Maintenance funds and budget augmentations. The District's Deferred Maintenance Program is a dedicated funding commitment to better maintain existing facilities. Two percent (2%) of the District operating budget ([DIIIB3-05](#) 2021_0901-FinalBudget-FY2021_2022-BoardAction [DIIIB3-06](#) 2021_0901-FinalBudget-FY2021_2022) is set aside annually to address existing infrastructure, building and facilities repairs and maintenance. Deferred maintenance projects are prioritized by a set of criteria ([DIIIB3-07](#) Deferred_Maint_Criteria [DIIIB3-04](#) Prioritization_Deferred_Maint_Projects) that include the severity of possible failure and impact on the educational mission of the college, the dollar amount of previous failures, the future of the system or component and the anticipated remaining life of the system or component and input of the college facilities teams.

Deferred maintenance projects are managed at two levels. Projects that carry a value of less than \$150k are procured and managed directly by the colleges. Project values that exceed \$150k are

procured and managed by FP&D Project Managers ([DIIIB3-06](#) Deferred Maintenance Projects, [DIIIB3-07](#) DeferredMaintenance-SummaryCollegeProjects-FY-21_22).

Routine building equipment inspections are scheduled by the Colleges Facilities and Operations Department to meet requirements by regulatory agencies as well as to assure the effectiveness of physical resources. Inspections include building generators, elevators, fire alarm systems, backflow prevention devices, building code compliance, and identifying potential fire hazards ([DIIIB3-09](#) LAVC-HVAC Inspection). When necessary, the District engages various outside agencies to maintain the College's infrastructure, to ensure compliance, and to make emergency repairs beyond the skill set of the facilities team ([DIIIB3-10](#) Duthie 2019-2022 Contract FINAL; [DIIIB3-11](#) Aqua Serv 2021-2024 Contract FINAL).

LAHC's CORE committee regularly examines facilities conditions (IIIB3-03 CORE Powerpoint) and prioritizes those projects most needed with regard to providing safe and updated learning and working environments. It's Scheduled Maintenance Plan (IIIB3-04 LAHC SMP Plan) lays out the projects and CORE prioritizes them (IIIB3-05 SMP Funding Priorities).

Analysis and Evaluation

The compilation of requests and needs identified by the College Facilities teams and College Committees are used to identify physical plant challenges that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the State scheduled maintenance program, the local deferred maintenance program or if the project qualifies the project may be funded through the bond program (BuildLACCD). Work requests and improvements are categorized and prioritized by the College through their local processes. The college's new work order system effectively assesses plant conditions and allows for speedy rectification of issues.

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

Evidence of Meeting the Standard

Periodically, the District's Board of Trustees reviews and adopts revisions and updates to the Colleges Facilities Master Plan ([DIIIB4-01](#) FMPOC_LAVC_FMP). These plans evaluate and recommend long-range development plans that are often bond funded. Facilities Master Plans are updated or revised on an as needed basis to support the Educational Master Plan and specific near and long-term facilities and infrastructure needs. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis ([DIIIB4-02](#) FY2021-22_PPIS_funding_memo_08-19-21, [DIIIB4-03](#) 2021-22_PPIS_Allocation_w_1M_minimum_v2, [DIIIB4-04](#) 2023-2027-LACCD-5YRConstructionPlan-signed, [DIIIB4-05](#) 2021-22_PPIS_Allocation Memo).

LAHC has a shared governance body called CORE that regularly assesses the institutional improvement goals and prioritizes funding to projects that will provide the most effective safety and security, upgrades, ADA compliance, and instructional support. LAHC's CORE committee priorities capital projects and routinely monitors progress (IIIB4-01 Small Projects Priorities List; IIIB4-02 SMP Funding Priorities; IIIB4-03 LAHC_SMP-Plan).

Total Cost of Ownership of new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- Unrestricted General Fund for typical operational costs ([DIIB4-06](#) FinalBudget_FY2021_2022_Gen_Fund_pgs-35_37_39_41_43_45_47_49_51_53_55)
- District Deferred Maintenance Fund ([DIIB4-07](#) FinalBudget_FY2021_2022_Deferred_Maint_pgs-4_12_17_205)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects ([DIIB4-08](#) LACCD_Replacement_Release_Preliminary_Plans_LTRS)
- District Bond Funds (BuildLACCD) ([DIIB4-09](#) FinalBudget_FY2021_2022_Bond_Funds_pgs-8_10_24_124)

Capital projects also include the demolition of facilities that have outlived their life and are more costly to maintain. This is driven by the Facilities Index which takes into account the age of the building in the TCO. In addition, some older spaces have gone through major renovations through capital investment to lower the annual costs to maintain the facilities and mitigate the cost of ownership at each college. All renovations or replacements are designed to ensure optimal longevity of capital assets and capacity of utilities and infrastructure.

The District has also placed limitations on expansion and growth to mitigate costs of ownership ([DIIB4-10](#) Cap_Load_Analysis_2021). Consideration for the construction of new facilities is generally considered as an alternative during the FMP process where the long-term viability of a project is evaluated with the approved Board Resolutions ([DIIB4-11](#) 2020_0708-Clean_Energy_Sustainability_Resolution) to ensure buildings and facilities are not only sustainable, but also include expanded efforts towards the clean energy and decarbonization goals ([DIIB4-12](#) Clean_Energy_Sustainability).

At LAHC, college-level new facilities resource requests are required to examine the Total Cost of Ownership so full costs can be considered when prioritizing resource requests (IIIB4-04 Budget Development Process 2022 Update).

Analysis and Evaluation

The District's capital improvement program recommends and develops projects plans informed by the Facilities Master Plan (FMP), typically with action dependent on bond-measure passage. The District addresses Total Cost of Ownership in new facilities and equipment assessing new ongoing costs and building lifecycle investment cost.

Conclusions on Standard IIB:

LAHC collaborates with the District Facilities Planning and Development Department (FP&D) to provide safe and sufficient facilities through facilities planning, capital improvements, higher cost deferred maintenance, and the establishment of district standards in compliance with the

California Building Code (CBC) and Americans with Disabilities Act (ADA). Ongoing evaluation and planning related to College's feasibility and effectiveness of physical resources in supporting programs and services is embedded in College's shared governance structure.

The District's Board of Trustees reviews and adopts revisions and updates to the College Facilities Master Plan. Input on facilities master planning at the college level occurs through CORE, a shared governance committee that regularly assesses, evaluates, and monitors the institutional improvement goals and prioritizes funding to projects that will provide the most effective safety and security, upgrades, ADA compliance, and instructional support. CORE prioritizes the college needs that help to inform the Facilities Master Plan.

Long-range capital planning, supporting the Strategic Educational Master Plan (SEMP), is integrated into the Facility Master Plan. The Five-Year Capital Outlay Plan submitted annually by the District to the California Community Colleges Chancellor's Office also informs the Facilities Master Plan.

Standard IIB Evidence List

IIB.1

[DIIIB1-01](#) California Field Act

[DIIIB1-02](#) Facilities Conditions Index (FCI) report

[DIIIB1-03](#) Facility Utilization Space Inventory Options Net (FUSION) Overview

[DIIIB1-04](#) Deferred Maintenance Program

[DIIIB1-05](#) ADA Title II Transition Plan

[DIIIB1-06](#) Maintenance and Operational Staffing Models

[DIIIB1-07](#) Certified Access Specialist (CAsp) Certificates

[DIIIB1-08](#) Physical Security Accreditation

IIB.2

[DIIIB2-01](#) Facilities Condition Index (FCI) Assessment Review by Foundation for California Community Colleges

[DIIIB2-02](#) College Annual FCI Review

[DIIIB2-03](#) Project List 5 Year_2-11-22

[DIIIB2-04](#) Campus Work Orders and Service Reports

[DIIIB2-05](#) B-21-02-Viability_Study_Land_Acquisition_LATTC

[DIIIB2-07](#). Facilities Master Plans FMP Process

[DIIIB2-08](#) Admin_Reg_B-19

[DIIIB2-09](#) Five-Year Capital Outlay Plan

[DIIIB2-10](#) Bond-0-Project_Update_2022-02-25_new_renovated

[DIIIB2-11](#) Bond-1-Project_Update_2022-02-25_demolition

[DIIIB2-12](#) Bond Board Approvals Prop A, AA, Measure J and C.

[DIIIB2-13](#) B-21-02-Viability_Study_Land_Acquisition_LATTC

IIB.3

[DIIIB3-01](#) FPD Project Submission-SMP-DM
[DIIIB3-02](#) 2020-21_Space_Inventory_Report
[DIIIB3-03](#) 2021-22_Space_Inventory_Report
[DIIIB3-05](#) 2021_0901-FinalBudget-FY2021_2022-Board Action
[DIIIB3-06](#) 2021_0901-FinalBudget-FY2021_2022
[DIIIB3-07](#) Deferred Maintenance Criteria
[DIIIB3-04](#) Prioritization Deferred Maintenance Projects
[DIIIB3-08](#) Deferred Maintenance Projects
[DIIIB3-09](#) LAVC-HVAC Inspection
[DIIIB3-10](#) Duthie_2019-2022_Contract_FINAL
[DIIIB3-11](#) Aqua Serv_2021-2024_Contract_FINAL
[DIIIB3-12](#) Deferred Maintenance Summary Projects FY-21_22

IIIB.4

[DIIIB4-01](#) FMPOC LAVC Facilities Master Plan
[DIIIB4-02](#) FY2021-22_PPIS_funding_memo_08-19-21
[DIIIB4-03](#) 2021-22_PPIS_Allocation_w_1M_minimum_v2
[DIIIB4-04](#) 2023-2027-LACCD-5YRConstructionPlan-signed
[DIIIB4-05](#) 2021-22_PPIS_Allocation Memo).
[DIIIB4-06](#) FinalBudget_FY2021_2022_Gen_Fund_pgs-35_37_39_41_43_45_47_49_51_53_55
[DIIIB4-07](#) FinalBudget_FY2021_2022_Deferred_Maint_pgs-4_12_17_205
[DIIIB4-08](#) LACCD Replacement Release Preliminary Plans Letters
[DIIIB4-09](#) FinalBudget_FY2021_2022_Bond_Funds_pgs-8_10_24_124
[DIIIB4-10](#) Cap_Load_Analysis_2021
[DIIIB4-11](#) 2020_0708-Clean_Energy_Sustainability_Resolution
[DIIIB4-12](#) Clean_Energy_Sustainability

C. Technology Resources

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

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support to the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee.

The participatory governance committee, Technology Policy and Planning Committee (TPPC) is cochaired by the Vice-Chancellor/CIO and District Academic Senate Designee and is comprised of representatives from all constituencies: Faculty, Distance Education, Administrators, District Academic Senate, Faculty Guild, and Staff Guild. ([DIIIC1-01](#) TPPC Charter, [DIIIC1-02](#) Technology Policy and Planning Committee Bylaws). The TPPC addresses and makes

recommendations on all district-wide strategic planning and policy issues related to information, instructional, and student support technologies. ([DIIC1-03](#) TPPC Schedule 2020-2021, [DIIC1-04](#) TPPC Sample Agenda and Minutes)

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

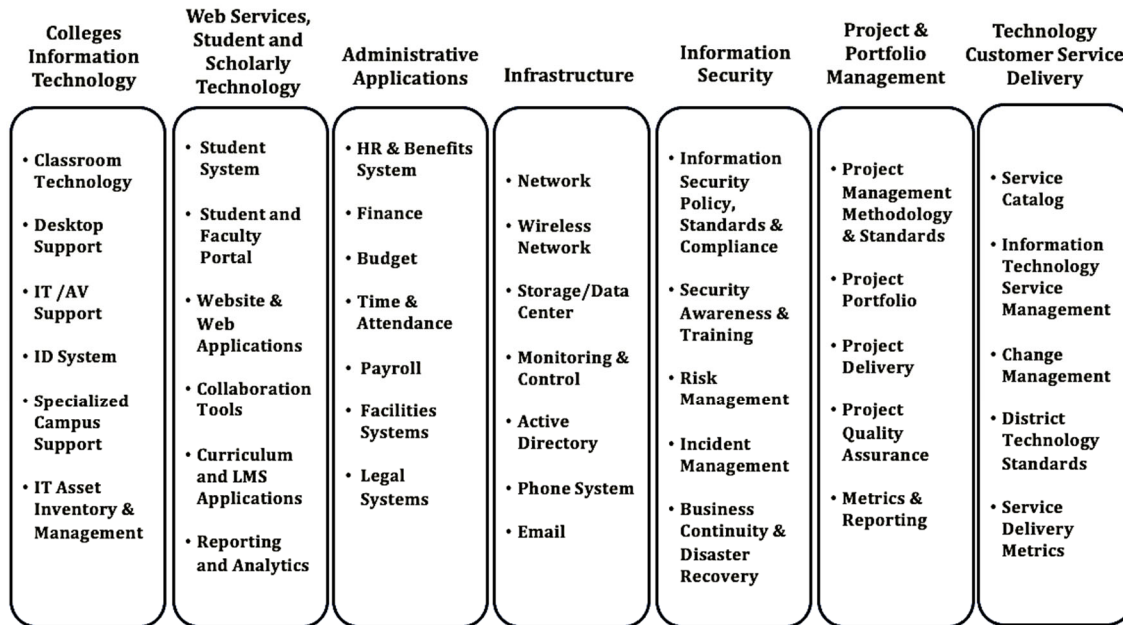
A third party, Huron Consulting, performed an assessment of the IT environment in 2018 looking at the state of technology as well as an in-depth analysis of organizational structure, staff, and overall process evaluation. They identified a series of opportunities to improve existing processes and operational practices to align with best practices and industry standards, reduce operational risks, and enable better service delivery across the District. ([DIIC1-05](#) LACCD Huron IT Assessment)

As a result, LACCD IT has undergone a significant reorganization to improve operations, foster collaboration, and most effectively structure and utilize distributed and centralized resources across the District.

The Office of Information Technology is focused on the Shared-Services model for all district-wide technology needs ([DIIC1-06](#) OIT Shared Services Model) and each of our nine Colleges has dedicated technology support staff to address college specific needs.

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our students ([DIIC1-07](#) OIT Mission Statement). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/ Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery.

Functional Organizational Chart



([DIIC1-08](#) OIT Service Model, [DIIC1-09](#) OIT Org Chart)

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

OIT provides support for over 70 applications utilized district wide ([DIIC1-10](#) District-Wide Application List)

Below is an overview of key District-Wide Enterprise Software and Applications:

Application	Description	Key Metrics
Student Information System (SIS)	The Student Information System allows the District to provide automated online services to its students. By utilizing the system, the students, staff and faculty are able to perform all the necessary operations related to student services such as enrollment, financial aid and grading. (DIIC1-11 SIS Summary)	Total Number of Student Records: 4,053,123 Full Time Equivalent Students (FTES) (2019-2020): 94,266 Annual/Term Student Count (2019-2020): 229,793 Credit Courses (2019-2020): 24,212 Non-Credit Courses (2019-2020): 2,576

Application	Description	Key Metrics
SAP Enterprise Resource Planning (ERP)	<p>The SAP ERP is the system of record for Finance, Human Resources, Facilities, and General Services. Operational and transactional data for all staff and faculty are maintained in SAP. Some of the key functions processed in SAP ERP are: employee records, electronic signature, organization management, personnel administration, benefits, budgeting, time and attendance, procurement, billing, assets, General Ledger, employee access, auditing, and regulatory compliance reporting. (DIIC1-12 SAP ERP Summary)</p>	<p>Total number of Employees: 8,489 Total number of Assignments: 10,501 Total number of Purchase Orders: 7895 Total number of Requisitions: 3154 Total number funds transfers: 1601 Total number of Personnel Change Requests: 12,816</p>
eLumen	<p>eLumen provides a way to manage and create Courses, Programs, SLO/Assessments, and Catalog content. The eLumen application provides the following modules with the corresponding features such as SLO/Assessment, Curriculum Module, Program Module, and the Catalog Module. (DIIC1-13 eLumen Summary)</p>	<p>Number of Courses Uploaded: ~9,500 Number of SLOs/Assessments Conducted (FALL 2020): 15,718 Number of Programs (Expected once Implemented): ~7,000</p>
Cranium Café (ConexEd)	<p>ConexEd is a cloud-based appointment scheduling, student kiosk, video meeting and reporting system designed to increase student engagement, boost retention and provide equal access to support services. The application provides for virtual, in-person, and blended environments across the entire District. The product features the following modules such as Campus Calibrate, Cranium Café and the Classroom Module. (DIIC1-14 Cranium Café Summary)</p>	<p>Meetings Conducted: 715,310 Chats: 450,261 Users: 364,449</p>

Application	Description	Key Metrics
Zoom Video Conferencing	Zoom is a cloud-based video communications app that allows our organization to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. This video conferencing platform can be used through a desktop or mobile app. (DIIC1-15 Zoom Summary)	Number of Licensed User Accounts: 8,130 Number of Webinar Licenses: 13 (Combination of webinar 500 and 1000 participants) Number of Meetings Conducted (last 12 Months): 547,448 Number of Meeting Participants (last 12 Months): 8,012,470 Number of Webinars Conducted (last 12 Months): 216
Office 365 Collaboration Tools (Email, SharePoint, Teams)	Office 365 tools implemented Email, SharePoint, Teams and OneDrive. Exchange Email has been deployed as the email platform for all faculty, staff, and students across the District. LACCD utilizes SharePoint for its intranet and department collaboration sites. LACCD users also receive all the Cloud Office products and OneDrive for file storage. As an additional collaboration and resource tool LACCD has also made available the MS Teams platform. This component enhances the SharePoint cloud by integrating messaging, calls and virtual meetings.	Number of email Accounts: <ul style="list-style-type: none"> • 463K Student Accounts • 29K Faculty/Staff Accounts Number of SharePoint sites: 1825 SharePoint Sites <ul style="list-style-type: none"> • Number of MS Teams sites: 168 Utilized Cloud Storage: <ul style="list-style-type: none"> • SharePoint 5.7TB • OneDrive: 49.2TB • Exchange Email: 115TB

LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design and using a single content management platform. ([DIIC1-16 District-Wide Web Platform Overview](#))

OIT manages and maintains LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine College campuses, satellite campuses and the ESC (Educations Services Center). The LACCD LAN services the needs of over eight thousand LACCD employees across nine campuses and their satellite campuses, and the Educational Services Center (ESC). The Wide Area Network supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides LACCD with Firewall, Security and Network Access Services. OIT manages and provides network support for 25 wireless controllers, and over 2300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses. ([DIIC1-17 Network Infrastructure Summary](#))

At LAHC, OIT provides a wide variety of instructional technology supports. OIT ensures classrooms are hosting the latest technology to provide excellent teaching and learning opportunities for students and faculty alike and they regularly assesses technology equipment conditions to ensure teaching environments are updated and in good working condition. The Library hosts a pay-for-print option so students can print library materials (IIC1-01 GST Library Pay For Print Quotation). Technology for the classrooms is routinely updated according to the District's Technology Plan. Roughly half the computers on campus have been replaced in the past two years providing modernized learning technology (IIC1-02 GST Quote 250 Computers). Faculty are also provided with tools to amplify voices in the room so students can effectively learn in the classroom, including those with disabilities (IIC1-03 GST Microphone Quotation). And, with the onset of the COVID-19 pandemic and the ever-evolving change in how instruction is delivered, LAHC has instituted multiple Hy-Flex classrooms to effectively deliver offsite and online learning (IIC1-04 GST HyFlex Quotation). Our Culinary labs were also refreshed with state of the art learning technology so students can easily see cooking instruction (IIC1-05 GST Culinary Technology Quotation). LAHC boasts updated learning technology that gets replaced at regular intervals to ensure top notch learned environments. The LAHC Technology Committee regularly looks at current needs for instructional software and equipment and makes recommendations for purchase (IIC1-06 TAC Agenda 1.18.22). Faculty and staff on that committee research effective learning tools and continually update technology to meet current effective teaching and learning practices.

At LAHC, should issues arise and instructional technological support is needed, OIT maintains a help desk and emergency line faculty and staff can use should the need arise. In terms of assessing ongoing repair needs, OIT regularly assesses and upgrades classroom audio visual equipment (IIC1-07 PP AV Readiness Update) and repairs or replaces when necessary (IIC1-068 LAHC AV Readiness Chart). OIT personnel housed onsite respond quickly when issues arise so as not to disrupt instruction, staff work, or student services provided.

As mentioned in Standard II, Distance Education coordinators provided extensive training to faculty to provide effective strategies to deliver online instruction so students could retain and succeed in their online courses. Faculty and staff learned how to teach online, deliver student services online, and work effectively online. This allowed the college to adapt as easily as possible to online learning during the COVID-19 pandemic and pivot the way it delivers services and considers how it will offer those services to meet student needs in a post-pandemic era.

Analysis and Evaluation

The district provides comprehensive technology services and resources to adequately support the institution's operations both in the academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings.

The institution regularly reviews the effectiveness of technology resources and makes planning revisions as necessary to address District needs. Annual review and prioritization.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

In an effort to ensure that we meet the Colleges' needs and provide adequate technology support for operations, programs and services, LACCD developed a multi-year district-wide Innovation and Technology Plan which was vetted by the Technology Policy and Planning Committee and approved by Chancellor Rodriguez on April 13, 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan Goals and outlines eight (8) IT strategic priorities that support the District and College missions, operations, programs, and services. ([DIIC2-01](#) LACCD_TechPlan).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular Project Review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors ([DIIC2-02](#) Technology Prioritization & Technology Project Request Process, [DIIC2-03](#) OIT Project Request Form).

The operationalization of the technology plan is done through District-Wide IT initiatives/projects and College Specific efforts/projects. The district-wide IT initiatives are organized in a technology roadmap ([DIIC2-04](#) LACCD Technology Roadmap). All IT projects status updates are being maintained on the OIT Projects Dashboard ([DIIC2-05](#) OIT Project Dashboard).

The LACCD technology roadmap had to be revised due to the Covid-19 pandemic to roll-out tools and technologies needed to operate remotely such as video conferencing to all constituencies and move to cloud based subscription services for teaching and learning. Subsequently, upon return to on premise, the technology roadmap has been further revised to incorporate telecommuting/flexible options and hybrid teaching.

College specific initiatives are coordinated at the college level in cooperation between the college personnel and OIT employees housed at the campus. At LAHC, OIT in concert with the Technology Committee, continuously plan for, update and refresh technology to ensure it is up to date and meets the learning and service needs of LAHC students and employees. Laptop computers for employees are assessed yearly and a schedule of those needing replaced is provided to the LAHC administration for funding (IIC2-01 Harbor Laptop Refresh Updated 2021). OIT also provides an updated technology inventory so the LAHC administration and Technology Committee can prioritize replacements (IIC2-02 LAHC Technology Asset Inventory). Currently, the Unit Plans indicate the resources needed and roll up through the shared governance bodies that allows the Budget Committee, the College Planning Council and each

division (Academic Affairs, Administrative Services and Student Services) to prioritize their resource needs and have them prioritized for funding (IIIC2-03 Unit Plan 2016).

While that plan has worked effectively in the past, LAHC is rolling out an improved new Program Review and Budget/Resource Development process in Spring, 2022 in time to prioritize resource allocation for the 2022-2023 budget and will complete that rollout cycle by June, 2022. This new process will join all of the planning into one comprehensive resource allocation request so all requests can be examined in total for the college so that strategic decisions can be made across the entire college. This plan includes a process for how to comprehensively prioritize resources, including technology, through the Program Review process, and up through the shared governance bodies.

At LAHC, while the existing resource allocation process does allow for adequate technology updating and refreshing, the newly rolled out Program Review and Budget/Resource Development resource allocation model will improve upon that and link all of the resource requests in a comprehensive way to align to student outcomes seamlessly.

As new buildings are constructed, the District uses a process to introduce new technology infrastructure and provide new equipment. At the college level, a Building User Group (BUG) meets with the construction management team and IT Regional Manager to determine the appropriate technology for each area and identify technology gaps. Significant investments in new technology and upgrades have greatly improved campus technology.

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existent equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program. ([DIIC2-06](#) Instructional Space Readiness Assessment Process Flow, [DIIC2-07](#) Instructional Space Technology Assessment Executive Report - Fall Term, [DIIC2-08](#) Instructional Space Technology Assessment Executive Report - Spring Term, [DIIC2-09](#) Instructional Space Equipment Inventory, [DIIC2-10](#) LACCD Technology Refresh Standard).

Analysis and Evaluation

The institution has established processes to ensure appropriate and sustainable infrastructure is maintained that provide an adequate environment for students, faculty, and staff.

The institution uses feedback from end user constituencies through participatory governance as well as direct feedback through surveys that is used in evaluation of existing technologies and informs the planning and prioritization process.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments ([DIIC3-01](#) Technology Standards Development Process). All technology implementations must be aligned with the LACCD Standards, Legal requirements, and IT recommendations.

LACCD has developed several Infrastructure Standards ([DIIC3-02](#) _Design_MPOE; [DIIC3-03](#) Fiber_Cabling; [DIIC3-04](#) Campus_NetwkDesign; [DIIC3-05](#) Fiber_Cabling [DIIC3-05](#) LACCD-MDF-BDF-IDF Room Size Standards; [DIIC3-06](#) _NtwkInfraHardware; [DIIC3-07](#) VOIP_Unified_Com; [DIIC3-08](#) StorageBackupSys), End User Computing Standards ([DIIC3-09](#) End_User), and Instructional Classroom Audio-Visual Standards ([DIIC3-10](#) AudioVisual). These standards are used across the district in all new College and district-wide investments as well as all Bond Measure J and Measure CC related technology projects ([DIIC3-11](#) _Measure_J_Tech; [DIIC3-12](#) _Measure_CC_Tech, [DIIC3-13](#) _Bond_Proj_Dash).

The District has made significant investments in improving the Wireless network coverage on the college campuses. District Heat Map surveys are used to determine any low coverage areas and enhancements are prioritized based on the utilization needs ([DIIC3-14](#) _ELAC_Heat_Map; [DIIC3-15](#) _LACC_Heat_Map; [DIIC3-16](#) _LAHC_Heat_Map; [DIIC3-17](#) _LAMC_Heat_Map; [DIIC3-18](#) _LAPC_Heat_Map; [DIIC3-19](#) _LASC_Heat_Map; [DIIC3-20](#) _LATTC_Heat_Map; [DIIC3-21](#) _LAVC_Heat_Map; [DIIC3-22](#) _WLAC_Heat_Map; [DIIC3-23](#) _VDK_Heat_Map; [DIIC3-24](#) _ESC_Heat_Map).

The District supports the colleges with instructional and academic applications that are used districtwide. In collaboration with the District Academic Senate's Online Education and Academic Technology Committee, the Office of Educational Programs and Institutional Effectiveness develops an annual list of needed programs for districtwide implementation. The Senate committee created criteria for districtwide purchasing and prioritization to assure that program needs are met. The District implemented this criteria and provided access to over 50 applications to support college programs and services ([DIIC3-25](#) _CriteriaDWInsTech; [DIIC3-26](#) _Inst_App_List).

The institution maintains an inventory of technology assets ([DIIC3-27](#) _Tech_Assets_Inven) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards ([DIIC3-28](#) _Tech_Refresh_Stan; [DIIC3-29](#) _Tech_Maint_Refresh). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. The Administrative Procedure is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans. ([DIIC3-30](#) _AP_3724; [DIIC3-31](#) _SISDisasRecovPlan; [DIIC3-32](#) _SAPDisasRecovPlan).

The District's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections ([DIIC3-33_SecAwareNotificat](#)), 2) implement modern security tools and services, 3) conduct consistent, robust security operations and 4), assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) ([DIIC3-34_InfoSecStrategy](#), [DIIC3-35_OpProtocoInfoSec](#)). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems ([DIIC3-36_InfoSecCalendar22](#)).

The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policy and Administrative Procedures. Information Security Protocols cover the following areas: (1) Governance Risk and Compliance (GRC) ([DIIC3-37_InfosecEvalContr](#)), (2) Identity and Access Management (IAM) ([DIIC3-38_PrivilegedAccess](#) and [DIIC3-39_ServerCertProcess](#)), (3) Security Operations (OPS) ([DIIC3-40_CompNetworkUse](#), [DIIC3-41_IncidentMgmt](#), [DIIC3-42_IncidentResponse](#); [DIIC3-43_RecurringOpTasks](#), [DIIC3-44_SP_PII_SecConf](#), and [DIIC3-45_SecOpsKiteworks](#), and (4) System Security (SYS) ([DIIC3-46_PCI_ASV_Scanning](#), [DIIC3-47_PreProdServerVuln](#), [DIIC3-48_QtrlyVulnerability](#), [DIIC3-49_SpirionSecScan](#))

Analysis and Evaluation

The institution assures that appropriate technology resources are available at each location in support of the programmatic needs. Adequate support resources are available to maintain operations at all locations. The institution allocates appropriate resources for the management, maintenance, and refresh of technology ecosystem to maintain a reliable, safe, and secure environment.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The District has adopted an ITIL based district-wide technology support service and support system where consistent tracking of all support requests, technology inquiries, and new technology requests received. Processes have been established to ensure that critical/high priority items are being addressed based on defined operational service agreement ([DIIC4-01_TechSupport](#); [DIIC4-02_OpLevelAgreemnt](#); [DIIC4-03_ITInfraServices](#); [DIIC4-04_SrvcReqProcess](#); [DIIC4-05_ChngeAdvisoryBrd](#); [DIIC4-06_ChangeMgmt](#); [DIIC4-07_ChangeReqForm](#), [DIIC4-08_EnhanceReqProcess](#)).

This provides the college with one single point of contact for all technology related service requests, technology inquiries, or enhancements requests. ([DIIC4-11_TechSupportContact](#)).

Technology Surveys are used to gain direct insight from students, faculty, and staff regarding the current technology resources and support. ([DIIC4-12_ESCSurveyResults](#)). Additionally, monthly customer support metrics are being reviewed to ensure that adequate support is provided.

All IT staff have been provided foundational ITIL training as part of Professional Development with added focus on customer service. Depending on the technical areas of oversight, IT staff have been provided specialized training to ensure that their skillsets remain current. Additionally, whenever new technology was introduced, technical staff were given training to become proficient with the new technology ([DIIC4-13_ITPD_2021](#)).

LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online: Introduction to Teaching with Canvas, a course that focuses on using the Canvas tools to create accessible and effective online course content, and Introduction to Online Teaching and Learning, a course that focuses on online course design and pedagogy. Both certification courses include extensive training on creating accessible, ADA-compliant digital content. Prior to spring 2020, each LACCD college offered their own DE training courses to faculty. Starting in spring 2020, the LACCD college Distance Education (DE) Coordinators collaborated to offer districtwide DE-certification training. In addition, in fall 2020, the LACCD appointed a District Distance Education Coordinator to coordinate these trainings. From May 2020 to January 2022, the LACCD has offered **76** sections of Introduction to Teaching with Canvas, with **2,364** faculty enrollments. In the same period, LACCD has offered **108** sections of Introduction to Online Teaching and Learning, with **2,546** faculty enrollments. As of February 2022, LACCD has **4,275** DE certified faculty ([DIIC4-14_FacApprovedOnline](#)).

In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom. These advanced DE training courses have had **775** enrollments as of January 2022.

At LAHC, the Vision Resource Center provides a calendar of training opportunities for faculty and staff (IIC4-01 VRC Professional Development Calendar) that includes training on topics including a Distance Education Webinar Series, a DE Canvas Workshop, and Getting Your First Job in Software Development course that allow employees to be trained and well-versed on technology topics that affect teaching and learning. OIT also maintains a training website (IIC4-02 SharePoint Training Website) to teach employees how to use the LACCD SharePoint site and how to upload documents to the LACCD and LAHC websites. User guides (IIC4-03 User Guides on Website) allow employees access to user guides for the Vision Resource Center and employee intranet. Thus, LAHC employees are provided substantive training materials on how to access and use the technology needed for employment, teaching and learning.

The IT Department webpage offers direct links to informational resources providing guidance in the use of technology systems ([DIIC4-15_FacStaffTechResources](#)). These resources are updated routinely to keep current with changes in the technologies implemented.

The IT Department provides cybersecurity awareness training using SANS institute content which has been curated and built into Canvas; this is required for all District employees ([DIIC4-16](#) InfoSecAwareness). Employees in departments that use or have access to confidential private information (such as student or personnel records) in the course of their work have further, more in-depth security awareness training led by our Chief Information Security Officer ([DIIC4-17](#) InfoSecTraining).

Analysis and Evaluation

The institution provides appropriate levels of technology support using a combination of on-site in-person support and remote support mechanisms (with virtual remote sessions). The support model is being regularly reviewed and optimized based on monthly metrics and direct input from all constituencies served.

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

Evidence of Meeting the Standard

The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment ([DIIC5-01](#) BP_3720). Student technology use is also addressed in the student code of conduct ([DIIC5-02](#) BP_5500).

There are district-wide Administrative Procedures that govern Computer and Network Use ([DIIC5-03](#) AP_3720), definition of data classification and delineation on securing data assets according to risk ([DIIC5-04](#) AP_3721), information security procedures outlining for the users how to use technology resources securely and properly, including warning them about consequences for trying to circumvent data protection ([DIIC5-05](#) AP_3722; [DIIC5-06](#) AP_3723).

LACCD has established a new Administrative Procedure ([DIIC5-07](#) AP_3724) which outlines the strategy to enable the District to withstand the prolonged unavailability of critical information and systems, and to provide for recovery of District Information Technology (IT) services in the event of a disaster. The Administrative Procedure is to be used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft.

An information and technology accessibility policy(?) and administrative procedure has been developed that establishes requirements to comply with Section 508 of the Rehabilitation Act ([BP/AP 3725 – Information and Communications Technology Accessibility – being developed by ODEI in collaboration with OIT](#)).

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

Analysis and Evaluation

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

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

Conclusions on Standard III C: Technology

The Los Angeles Community College District (LACCD) ensures the effective use of technology resources to achieve its mission through a district-wide Office of Information Technology (OIT) and the Technology Policy and Committee (TPPC), a district-wide participatory governance committee. Representatives from Los Angeles Harbor College (LAHC) serve on the TPPC, allowing for feedback and collaboration between the District and College on technology needs.

The multi-year District Innovation and Technology Plan revised in 2022, aligns with the District Strategic Plan, and demonstrates how technology planning is infused into the overall planning process. The plan ensures that the College's needs and met and that adequate technology support for operations and programs and services are in place. LAHC collaborates directly with the District OIT to continuously plan for, update and refresh technology, and ensure it is up to date and meets the learning and service needs of LAHC students and employees.

Technology training and support is made widely available for faculty, staff, students, and administrators by the District and the College. Ongoing planning and prioritizations are informed by evaluations of existing technologies gathered from end user constituencies through the shared governance structure and from surveys. Further, the LACCD and LAHC follow Board Policies and Administrative Procedures outlining the appropriate use of technology resources and to maintain adequate privacy and security of data.

Standard III C Evidence List

[DIIC1-01](#) TPPC Charter

[DIIC1-02](#) Technology Policy and Planning Committee Bylaws

[DIIC1-03](#) TPPC Schedule 2020-2021

[DIIC1-04](#) TPPC Sample Agenda and Minutes

[DIIC1-05](#) LACCD Huron IT Assessment

[DIIC1-06](#) OIT Shared Services Model

[DIIC1-07](#) OIT Mission Statement

[DIIC1-08](#) OIT Service Model

[DIIC1-09](#) OIT Org Chart

[DIIC1-10](#) District-Wide Application List

[DIIC1-11](#) SIS Summary

[DIIC1-12](#) SAP ERP Summary

[DIIC1-13](#) eLumen Summary

[DIIC1-14](#) Cranium Café Summary

[DIIC1-15](#) Zoom Summary

[DIIC1- 16](#) District-Wide Web Platform Overview

[DIIC1-17](#) Network Infrastructure Summary

[DIIC2-01](#) LACCD Innovation and Technology Plan

[DIIC2-02](#) Technology Prioritization & Technology Project Request Process

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

[DIIC2-04](#) LACCD Technology Roadmap

[DIIC2-05](#) OIT Project Dashboard

[DIIC2-06](#) Instructional Space Readiness Assessment Process Flow

[DIIC2-07](#) Instructional Space Technology Assessment Executive Report - Fall Term

[DIIC2-08](#) Instructional Space Technology Assessment Executive Report - Spring Term

[DIIC2-09](#) Instructional Space Equipment Inventory

[DIIC2-10](#) LACCD Technology Refresh Standard

[DIIC3-01](#) Technology Standards Development Process

[DIIC3-02](#) LACCD Design Standard MPOE Room

[DIIC3-03](#) LACCD Fiber Cabling Standard

[DIIC3-04](#) LACCD Standard Campus Reference Design

[DIIC3-05](#) LACCD-MDF-BDF-IDF Room Size Standards

[DIIC3-06](#) LACCD-Network equipment standards

[DIIC3-07](#) LACCD-Unified Communications Design

[DIIC3-08](#) LACCD-Storage and Backup System Design and Equipment Standard

[DIIC3-09](#) End User Computing Standards

[DIIC3-10](#) Audio Visual Standards

[DIIC3-11](#) Measure J Technology Projects

[DIIC3-12](#) Measure CC Technology Projects

[DIIC3-13](#) Bond Projects Status Dashboard

[DIIC3-14](#) ELAC Wireless Coverage Heat Map Survey

[DIIC3-15](#) LACC Wireless Coverage Heat Map Survey

[DIIC3-16](#) LAHC Wireless Coverage Heat Map Survey

[DIIC3-17](#) LAMC Wireless Coverage Heat Map Survey

[DIIC3-18](#) LAPC Wireless Coverage Heat Map Survey

[DIIC3-19](#) LASC Wireless Coverage Heat Map Survey

[DIIC3-20](#) LATTC Wireless Coverage Heat Map Survey

[DIIC3-21](#) LAVC Wireless Coverage Heat Map Survey

[DIIC3-22](#) WLAC Wireless Coverage Heat Map Survey

[DIIC3-23](#) VDK Wireless Coverage Heat Map Survey

[DIIC3-24](#) ESC Wireless Coverage Heat Map Survey

[DIIC3-25](#) Criteria for District-wide Technology Procurement

[DIIC3-26](#) Instructional Application List

[DIIC3-27](#) Technology Assets Inventory

[DIIC3-28](#) LACCD Technology Refresh Standard

[DIIC3-29](#) Technology Maintenance and Refresh Process

[DIIC3-30](#) AP 3724 – Information Security - Disaster Recovery

[DIIC3-31](#) SIS Disaster Recovery and Business Continuity Plan

[DIIC3-32](#) SAP Disaster Recovery and Business Continuity Plan

[DIIC3-33](#) Security Awareness Notifications 2021

[DIIC3-34](#) Information Security Strategy (2021-2022)

[DIIC3-35](#) OIT Operational Protocol Written Information Security Program

[DIIC3-36](#) Information Security Calendar 2021-2022 PUBLIC RELEASE

[DIIC3-37](#) OIT Operational Protocol Infosec Evaluation 3rd Party Contracts

[DIIC3-38](#) OIT Operational Protocol Privileged Access Review

[DIIC3-39](#) OIT Operational Protocol Server Certificate Processing

[DIIC3-41](#) OIT Operational Protocol Incident Management

[DIIC3-42](#) OIT Operational Protocol Incident Response

[DIIC3-43](#) OIT Operational Protocol Recurring Operational Tasks (Security Runbook)

[DIIC3-44](#) OIT Security Protocol SEC-OPS-COLLAB SharePoint PII Security Configuration

[DIIC3-45](#) OIT Security Protocol SEC-OPS-KITWORKS-001 KiteWorks Restricted User Request

[DIIC3-46](#) OIT Operational Protocol PCI ASV Scanning

[DIIC3-47](#) OIT Operational Protocol Pre-Production Server Vulnerability Scanning

[DIIC3-48](#) OIT Operational Protocol Quarterly Vulnerability Scans

[DIIC3-49](#) OIT Operational Protocol Spirion Security Scanning

[DIIC4-01](#) LACCD Technology Support Overview

[DIIC4-02](#) Operating Level Agreement (OLA)

[DIIC4-03](#) LACCD IT Infrastructure Services Processes

[DIIC4-04](#) LACCD Service Request Process

[DIIC4-05](#) OIT Operational Protocol Change Advisory Board

[DIIC4-06](#) LACCD Change Management Protocol

[DIIC4-07](#) LACCD OIT Change Request Form

[DIIC4-08](#) OIT Operational Protocol Enhancement Request Process

[DIIC4-09](#) Technology Customer Support Metrics

[DIIC4-10](#) OIT Customer Satisfaction Metrics

[DIIC4-11](#) Technology Support Contact Information - Web Published

[DIIC4-12](#) ESC Services Survey Results

[DIIC4-13](#) OIT Professional Development

[DIIC4-14](#) Training List of Faculty Approved to Teach Online in Canvas

[DIIC4-15](#) – Faculty and Staff Tech Resources Website

[DIIC4-16](#) Information Security Awareness Notifications

[DIIC4-17](#) Information Security Training Materials

[DIIC5-01](#) BP 3720 Computer and Network Use

[DIIC5-02](#) BP 5500 Standards of Student Conduct

[DIIC5-03](#) AP 3720 Computer and Network Use

[DIIC5-04](#) AP 3721 Data Classification

[DIIC5-05](#) AP 3722 – Information Security – Network Security

[DIIC5-06](#) AP 3723 – Information Security – Secure Operations

[DIIC5-07](#) AP 3724 – Information Technology – Disaster Recovery

D. Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The Los Angeles Community College District receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments. Those funds are allocated to LACCD colleges through the Board adopted District Allocation Model ([DIIID1-01](#) District Allocation Model). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee including representatives from all colleges. The Budget Allocation Model was developed through the ECDBC ([DIIID1-02](#) LACCD Allocation Model Development Timeline) and with the DBC approving the final model ([DIIID1-03](#) DBC Minutes May 15 2019). The District has [Administrative Procedures on reserves \(DIIID1-04 AP 6305\)](#) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

The District has also developed special funding at the District-level to support educational priorities Districtwide. This funding includes \$2.5 million to support Districtwide Racial Equity and Social Justice efforts ([DIIID1-05](#) 20200709 Chancellor's Communication - Framework for Racial Equity and Social Justice, [DIIID1-06](#) 2021-22 Centralized Accounts). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds ([DIIID1-07](#) Status of Special Funds final year end FY21). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

The District maintains a healthy fund balance and received an unqualified audit in 2020-2021 signifying that there are sufficient resources to fund teaching and learning effectively (IIID1-01 LACCD 20-21 Basic Financial Statements).

LAHC has sufficient to support and sustain student learning programs and services and improve institutional effectiveness. In 2020-2021, LAHC maintained a positive fund balance (IIID1-02 Year End Balances). In 2021-2022, LAHC on track to again maintain a positive fund balance

(IIID1-03 Second Quarter Projection). The college has worked diligently with its shared governance bodies including its Budget Committee and College Planning Council to identify areas of efficiency to ensure the college maintains a healthy financial status.

With regard to the distribution of resources, LAHC has historically used a unit planning process to identify resource needs (IIID1-04 Unit_Plan_2016). That process worked effectively to support and sustain student learning programs; however, it's being refreshed and LAHC is instituting a new Program Review and Budget/Resource Development resource allocation plan in Spring, 2022 that will provide a comprehensive resource allocation plan to ensure all college priorities are considered and prioritized for funding in alignment with the college's mission and plans. This new model rolls out over the Spring, 2022 semester and will be finalized by June 30, 2022 in time to fund resource priorities in the 2022-2023 budget (IIID1-05 Budget Development Process 2022)

Analysis and Evaluation

The District's and College's financial resources are sufficient to support the colleges and their programs and services. The District's reserve policy ensures that financial resources are stable and provides the District latitude to make strategic adjustments over time in response to declines in available resources. The process for allocations to the colleges is developed to support college operations and incentivize work towards equity and student success.

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

Evidence of Meeting the Standard

The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues ([DIID2-01](#) May Revise Budget 2021-22 final) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections ([DIID2-02](#) DBC-Agenda and supporting docs). Based on the budget development calendar ([DIID2-03](#) Budget Development Calendar), the colleges and the ESC develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 ([DIID2-04](#) BP 6200 Budget Preparation). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget." ([DIID2-05](#) 2021-2022 Final Budget)

LAHC had historically used a unit planning process to determine resource allocation (IIID2-01 Unit Plan 2016) and is improving upon that process in spring, 2022 when it rolls out an improved

Program Review and Budget/Resource Development resource allocation plan that comprehensively examines all college priorities as a whole and ensures funds are prioritized to student learning outcomes and student success metrics. The plan features a rubric that prioritizes spending on student outcomes. In February, 2022, LAHC hosted a campus-wide Budget Summit where the plan was rolled out to receive input (IIID2-02 Budget Summit Agenda 2.24.2022). The plan features rubrics which keep student success metrics in alignment with the Student-Centered Funding Formula as the indicator for preference, and it aligns requests with the college's mission and priorities. The plan features a rubric that scores classified hiring requests according to alignment with said metrics, mission and priorities (IIID2-03 Classified Hiring Rubric). It also features a scoring methodology to prioritize funding for all hiring, vacant positions, technology, physical resources and strategic teaching and learning strategies which includes total cost of ownership.

Financial information about LAHC's financial position is disseminated monthly at Budget Committee meetings (IIID2-04 Budget Committee Agenda 1.25.22; IIID2-05 Budget Committee Minutes 11.21) where the committee reviews monthly and quarterly financial projection reports, asks questions, and determines any needed steps to adjust spending. Financial information is further disseminated to the Academic Senate (IIID2-06 Academic Senate Minutes 12.21) so faculty can keep abreast of the current financial condition of the college and provide input.

The Administrative Services Cluster, a shared governance committee of the College Planning Council, meets regularly and reviews budget information and the Administrative Services unit plans to ensure that the campus is hosting policies, procedures, feedback loops and service that strengthens institutional planning as a college (IIID2-07 Administrative Services Unit Plans).

Once college and ESC budgets are completed, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process ([DIID2-02](#) DBC-Agenda and supporting docs). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to bringing it to the full Board ([DIID2-06](#) Los Angeles Community College District Budget and Finance Committee - 2021-22 Proposed Final Budget). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with BP 6200 ([DIID2-07](#) BP 6200 Budget Preparation) the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting ([DIID2-08](#) Sept 1 2021 Board meeting minutes).

Analysis and Evaluation

The District has Policies and Procedures in place to guide the Budget development process and ensure that the District and colleges' missions and core planning documents drive the process of resource allocation.

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

Evidence of Meeting the Standard

The District has a regular budget development process governed by BP 6200 ([DIID3-01](#) BP 6200 Budget Preparation). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process ([DIID3-02](#) 2021-2022 Budget Operation Plan Instructions). The District budget calendar is updated and approved by the Board annually ([DIID3-03](#) Oct 7 2020 Board meeting minutes), and budget procedures are revised regularly to comply with federal, state, and local laws ([DIID3-04](#) Budget Development Calendar). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions ([DIID3-05](#) 2020-21 District-Level Governance Survey Results and Comparisons RESULTS). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

LAHC rolled out an improved Program Review and Budget/Resource Development process in Spring, 2022 that clearly defines guidelines and processes for financial planning and budget development that will ensure all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets (IIID3-01 Budget Summit Agenda 2.24.2022). That process will roll out over the course of the Spring semester in time to be reflected in the 2022-2023 budget. The process was vetted by the Budget Committee, College Planning Council, Academic Senate, and administration. Program Reviews are also conducted at the departmental and division cluster level that roll up into a master prioritization list that is prioritized by the College Planning Council to best allocate resources. These Program Reviews include programmatic improvements, technology requests, hiring requests and general funding requests and link to college plans (IIID3-02 LAHC Program Review Handbook; IIID3-03 Program Review Timeline for Unit Plan Completion; IIID3-04 Template – Program Review Unit Plan Hiring Prioritization).

Analysis and Evaluation

Following BP 6200 Budget Preparation, the District and College have clearly defined guidelines and processes for financial planning and budget development. Through participation in shared governance committees and the program review process, all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

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

Evidence of Meeting the Standard

Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures, and reserves at the District-level ([DIID4-01](#) Budget and Finance Committee update). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level ([DIID4-02](#) Monthly Cyclical Expenditure Memo, [DIID4-03](#) Monthly Expenditure-2022-per03, [DIID4-04](#) Monthly Cyclical Expenditure Reports). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level ([DIID4-05](#) Office of Budget and Management Analysis Budget Oversight, [DIID4-06](#) DBC Minutes May 13 2020). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process ([DIID4-07](#) District Accountability Measures board approved July 8, 2020, [DIID4-08](#) 5yr Financial Forecast Budget and Finance 61621). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement ([DIID4-09](#) District Fiscal Accountability Process 2020-21).

The District also provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget ([DIID4-10](#) 5yr Financial Forecast detail 61621). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF ([DIID4-11](#) Office of Budget and Management Analysis Monthly Oversight). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements ([DIID4-12](#) 2020-21 Third Quarter Enrollment Planning and Financial Review, [DIID4-13](#) 2020-21 Third Quarter Enrollment Projections). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office ([DIID4-14](#) Classified Staffing Request C1121 (Revised 12-19), [DIID4-15](#) Academic Staffing Request HR Form 5-31-17). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval ([DIID4-16](#) Sample Staffing Reviews). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

LAHC, the college routinely reviews financial projections with constituents and District Office personnel to ensure it maintains a realistic assessment of financial resource availability. The college prepares monthly and quarterly financial projections (IIID4-01 Second Quarter Projection; III4-02 First Quarter Budget Review) internally with administration and shared

governance bodies and meets quarterly with District Office personnel to review projections to ensure the college is tracking against budget realistically.

Analysis and Evaluation

The collaborative financial planning work between the District and the College, including a review of regular forecast of revenues, expenditures, and reserves from the District at the District and college level, occur through institutional and shared governance processes. These processes, embedded into the District and College's institutional planning, ensure that there is a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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

Evidence of Meeting the Standard

The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model ([DIID5-01](#) District Allocation Model). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources ([DIID5-02](#) Office of Budget and Management Analysis Budget Oversight, [DIID5-03](#) Office of Budget and Management Analysis Monthly Oversight). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff ([DIID5-04](#) Budget Development Calendar). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information ([DIID5-05](#) District Budget Committee agenda and supporting docs 011321, [DIID5-06](#) Budget and Finance Committee Minutes 012021). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances. ([DIID5-07](#) DBC Agenda and supporting docs-Mar 10 2021, [DIID5-08](#) Budget and Finance Committee Agenda-Mar 17 2021). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process ([DIID5-09](#) 2021-2022 Budget Operation Plan Instructions, [DIID5-10](#) 2021-2022 PBF Workshop for College Users - Zoom).

Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies ([DIID5-11](#) BP 6300 Fiscal Management). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the

budget to allow for the expenditure ([DIIID5-12](#) Insufficient Budget Control1, [DIIID5-13](#) Insufficient Budget Control2). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager ([DIIID5-14](#) Journal Voucher). The Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges ([DIIID5-15](#) Monthly Cyclical Expenditure Memo, [DIIID5-16](#) September 2021 Monthly Cyclicals).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources ([DIIID5-17](#) District Budget Committee 101321 Agenda and supporting docs). The Board established and regularly updates board policies which address financial management and internal control structures ([DIIID5-18](#) Budget and Finance Agenda 102021). The recent policy review has aligned District policies with the Community College League model policies:

	Delegation of Authority, Business & Fiscal Affairs
6100	(DIIID5-19)
6150	Designation of Authorized Signatures (DIIID5-20)
6200	Budget Preparation (DIIID5-21)
6250	Budget Management (DIIID5-22)
6300	Fiscal Management (DIIID5-23)
6307	Debt Issuance and Management (DIIID5-24)
6320	Investments (DIIID5-25)
6330	Purchasing (DIIID5-26)
6340	Bids and Contracts (DIIID5-27)
6400	Financial Audits (DIIID5-28)
6410	District Audit Charter (DIIID5-29)
6450	Wireless or Cellular Telephone Use (DIIID5-30)
6500	Property Management (DIIID5-31)
6520	Security for District Property (DIIID5-32)
6540	Insurance (DIIID5-33)
6550	Disposal of Property (DIIID5-34)
6700	Civic Center and Other Facilities Use (DIIID5-35)
6750	Parking (DIIID5-36)
6800	Occupational Safety (DIIID5-37)
6900	Bookstores (DIIID5-38)

All contractual agreements made are consistent with BP and [AP 6340](#) ([DIIID5-27](#) BP 6340 Bids and Contracts, [DIIID5-39](#) [AP 6340 Bids and Contracts Final DRAFT](#)), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and [AP 6330 Purchasing DRAFT](#) ([DIIID5-26](#) BP 6330 Purchasing, [DIIID5-40](#) [AP 6330 Purchasing FINAL DRAFT](#)) delegates authority to the Chancellor to enter into contracts in the best interest of the District.

Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 ([DIID5-29](#) BP 6410 District Audit Charter) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. ([DIID5-41](#) Internal Audit 2021-22 Audit Plan, [DIID5-42](#) Internal Audit Update). As described in IID.6-IID.8, the colleges and District also undergo annual external audits to ensure compliance with regulatory and internal requirements.

LAHC complies with all internal control regulations set forth by the LACCD District Office to ensure the safety of funds under its management. All of the financial transactions including purchasing requests, budget preparation requests, budget transfers, journal vouchers and salary distribution changes prepared at the college site are reviewed by financial personnel at the District Office who post them in accordance with the policies noted above.

The college routinely receives internal control audits by the Internal Audit Unit and takes corrective action on items as required. For example, an internal audit was performed on the college's bank deposits, procurement and bank reconciliation process for its trust fund accounts and areas of needed corrective action were cited, a corrective action plan prepared, and items rectified. Routine internal audits take place to ensure compliance with internal controls and the safety of funds entrusted to the college's management (IID5-01 CAP Procurement Deposits).

Analysis and Evaluation

LAHC complies with the District's well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resource.

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

Evidence of Meeting the Standard

The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar ([DIID6-01](#) Budget Development Calendar), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually ([DIID6-02](#) Oct 7 2020 Board meeting minutes). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures ([DIID6-03](#) 2021-2022 Budget Operation Plan Instructions, [DIID6-04](#) 2021-2022 PBF Workshop for College Users - Zoom). The annual

budget is presented to the District Budget Committee ([DIID6-05](#) DBC Meeting Minutes), the Board Budget and Finance Committee ([DIID6-06](#) Budget and Finance Meeting Minutes), and to the full Board for approval ([DIID6-07](#) Board of Trustees Agenda). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations ([DIID6-08](#) BP 6400 Financial Audits). The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 ([DIID6-09](#) LACCD Financial Audit 063020). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. ([DIID6-09](#) LACCD Financial Audit 063020). To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls ([DIID6-10](#) Los Angeles Harbor College Payroll Audit Report, [DIID6-11](#) Los Angeles Southwest College Child Development Center Audit Report, [DIID6-12](#) Los Angeles Trade Technical College CAL-Card Audit Report, [DIID6-13](#) LACCD CAP Worksheet 2019-2020).

LAHC's financials have a high degree of credibility and accuracy and reflect the appropriate allocation of financial resources. The college is audited in conjunction with the LACCD annual external audit and also receives internal audits by the LACCD Internal Audit Unit regularly to ensure compliance. For example, in 2021, LAHC received an external audit on our federal COVID-19 relief HEERF funds and received only a small finding ([IIID6-01](#) LAHC Single Audit Prep). Our LAHC Foundation also is audited by an external auditor ([IIID6-02](#) Foundation Audit YE2020) who determined that the financial reports of the LAHC Foundation properly and accurately reflected the financial position of the organization. To further bolster that, LACCD Internal Audit Unit performed an audit of the Foundation ([IIID6-03](#) LAHC Internal Audit Foundation) and noted corrective action needed on a number of items which were rectified ([IIID6-04](#) CAP Foundation Audit).

The College mission directs institutional planning and resource allocation as demonstrated in the college planning model ([IIID6-05](#) College Planning Model Handbook). Through the resource allocation process, student learning programs and services that support the College mission are allocated resources to implement strategic planning goals that enhance these programs and services.

Analysis and Evaluation

The District's and College's budget processes and independent audit reports at the District and College level ensure that the College's financial documents, including the budget, have a high degree of credibility and accuracy. Resources are appropriately allocated to support student learning programs and services, as demonstrated in the College planning model.

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

Evidence of Meeting the Standard

Information from external District audits is provided to the Budget Finance Committee (BFC), strict Budget Committee (DBC) ([DIID7-01](#) Budget and Finance Committee Agenda), Board of Trustees ([DIID7-02](#) Board of Trustees Minutes) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis ([DIID7-03](#) LACCD CAP Worksheet 2019-2020). External auditors review progress of corrective actions annually ([DIID7-04](#) LACCD Financial Audit 063020, page 148).

Analysis and Evaluation

The District uses information from external audits to evaluate and improve the financial management and internal control systems on an ongoing basis. Information from external audits is communicated appropriately through the shared governance structure and to the Board of Trustees.

III.D.8. The institutions financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness ([DIID8-01](#)). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency ([DIID8-02](#)). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer/Treasurer ([DIID8-02](#)).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit ([DIID8-03](#)). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions ([DIID8-04](#), [DIID8-05](#), [DIID8-06](#)). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocate hours to conduct these evaluations.

Analysis and Evaluation

The District's financial and internal control systems are evaluated and assessed for validity and effectiveness on an ongoing cycle by external auditor and internally by the District's Chief Financial Officer/Treasurer. To ensure continuous quality improvement, corrective action plans are promptly implemented to resolve any deficiencies or material weaknesses identified.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Administrative Procedure on Reserves (AP 6305) ([DIID9-01](#)) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years ([DIID9-02](#), [DIID9-03](#), [DIID9-04](#)).

To monitor cash flow, the District conducts regular reviews of cash flow ([DIID9-05](#)). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's ([DIID9-06](#), [DIID9-07](#)). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of our fiscal and business processes. The District has set in place accountability at the college level through its Debt Policy (Policy) to ensure that all colleges and the ESC are operating within their budget. When colleges spend beyond allocated budgets, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability ([DIID9-08](#)).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities and contractual obligations. Coverage types include but are not limited to property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for \$1M for general liability and workers' compensation, with \$40M in excess general liability coverage, \$1M in workers' compensation employer's liability, and \$750M in "all-risk" property insurance. For FY 2019/2020 the District made total premium payments of approximately \$3.9 million. ([DIID9-09](#), pg 53).

Coverage types, limits, and deductibles are regularly evaluated and insurance is procured to a level that meets or exceeds the financial, statutory and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes ([DIID9-10](#)). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who

provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.

The District’s broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to Board Policy 6540 ([DIID9-11](#)). Funding is through Districtwide accounts.

The Administrative Policy 6540 ([DIID9-12](#)) on liability claims requires that “all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor.” ([DIID9-12](#))

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO’s office to formally allocate those funds. ([DIID9-13](#))

Analysis and Evaluation

Consistent with AP 6305 Reserves, the District has sufficient cash flow and reserves to maintain stability and support strategies for appropriate risk management through processes such as regular review of cash flow conducted by the District, reviews by credit rating agencies, and accountability at the College level. The District is sufficiently protected against risks through its procurement of a variety of insurance coverages that are regularly evaluated to ensure that coverage types, limits, and deductibles meet financial, statutory, and contractual insurance obligations.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight:

Board Policy	Administrative Procedure
BP 6200 Budget Preparation (DIID10-01)	AP 6200 Budget Preparation (DIID10-06)
BP 6250 Budget Management (DIID10-02)	AP 6250 Budget Management (DIID10-07)
BP 6300 Fiscal Management (DIID10-03)	AP 6300 Fiscal Management (DIID10-08)
BP 6400 Financial Audits (DIID10-04)	
BP 6410 District Audit Charter (DIID10-05)	

Collectively, these policies and procedures ensure that financial activities are based on standard practice, within state compliance, and procedures provided by the California Community Colleges Chancellor's Office. Compliance audit tests various state reporting requirements and ensures that the District is reporting information to the state accurately. The District has not had any compliance findings in the last several years.

BP 5130 ([DIID10-09](#)) and [AP 5130 Financial Aid \(DIID10-10\)](#) guide the policies and procedures around financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit ([DIID10-11](#)).

BP 3280 Grants ([DIID10-12](#) BP 3280 Grants) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations ([DIID10-13](#) LACCD Uniform Grant Guidance). All grant and externally funded programs also have a dedicated accountant assigned to fiscal monitoring and oversight. ([DIID10-14](#) List of Programs by Accountant). These people work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The foundation director is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundations infrastructure, and coordinating Districtwide advancement efforts ([DIID10-15](#) 2020-10-20 IESS Foundations Final). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight ([DIID10-16](#) Foundation for the Los Angeles Community Colleges Rpt20). Each college foundation also completed annual external audits and submits the audit to the District and State of California. For instance, LAHC's Foundation is audited annually by an external auditor that found that the financial position of the Foundation was stated accurately (IID10-01 Foundation_Audit_YE22).

The District continually evaluates and, where needed, improves its oversight of financial aid, grants, externally funded programs, contracts, foundations, auxiliary organizations and institutional investments and assets. These evaluations include the corrective action plans from the audit reports and the regular review of the policies, procedures and the Budget Allocation Model ([DIID10-17](#) Los Angeles Harbor College Payroll Audit Report, [DIID10-18](#) Los Angeles Southwest College Child Development Center Audit Report, [DIID10-19](#) Los Angeles Trade Technical College CAL-Card Audit Report). Colleges operate consistent with Board Policy and Administrative Procedures and provide additional local controls to ensure funds are used effectively and efficiently.

The college adheres to administrative regulations related to funds management of ASO funds including the following district-wide regulations (IID10-02 Administrative Regulations Website):

- AO-1 Recognition and Establishment of Auxiliary Organizations
- AO-2 Auxiliary Organization Recognized Food Services, Programs and Functions
- AO-3 Authority and Responsibility of Auxiliary Organizations
- AO-9 Accounting and Reporting for Auxiliary Organizations
- AO-10 Expenditures and Fund Appropriation
- AO-11 Records and Annual Report of Auxiliary Organizations
- AO-12 Audit
- AO-13 Appropriation of Indirect Cost Payment
- AO-14 Funds
- AO-15 Insurance
- AO-17 Acceptance of Grants, Bequests, Trusts, Foundations and Gifts through College Organizations
- AO-19 Limitation of Transfer of Funds to Auxiliary Organizations
- AO-23 Compliance Review by College

LAHC also has policies and procedures for the handling of ASO funds efficiently (IID10-03 ASO Policies Procedures).

LAHC also has a policies and procedures manual for the expenditure of trust fund accounts (IID10-04 Fund D Policies Procedures). Compliance is monitored by LACCD's Internal Audit Unit. The Internal Audit Unit conducted an audit of the trust accounts (IID10-05 LAHC Internal Audit Foundation; IID10-06 CAP Procurement Deposits) and made recommendations for corrective action which were addressed by the college.

Analysis and Evaluation

Following several Board Policies and Administrative Procedures, the District has established several policies and procedures to assess its use of financial resources, in compliance with the federal and state rules and regulations. To ensure effective oversight, financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments are audited annually. In an effort to sustain continuing improvement, ongoing evaluation and corrective actions plan resulting from audit reports and regular review of policies and procedures are implemented.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

As indicated in previous standards, the District has a well-coordinated and integrated budget planning system that takes into consideration both short-term and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis ([DIID11-01](#)) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget ([DIID11-02](#)). As described in previous standards, the District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements ([DIID11-03](#), [DIID11-04](#)). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges ([DIID11-05](#)). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year ([DIID11-06](#)).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021 the District's working capital (current assets minus current liability) was \$219,256,297 million, with a cash and cash equivalent balance of \$280,486,340 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits ([DIID11-07](#) **evidence**). The District performs actuarial evaluations every two years to assess current OPEB liability ([DIID11-08](#)).

LAHC systematically identifies and evaluates its obligations on an annual basis. In 2021, the college maintained a positive fund balance ([IID11-01](#) Year End Balances) and is projecting one again in 2022 ([IID11-02](#) First Quarter Budget Review; [IID11-03](#) Second Quarter Report). The college receives regular updates on the status of the budget and local expenditures ([IID11-04](#) First Quarter Budget Review; [IID11-05](#) Expenditure Data Cost Per FTES).

To ensure that the financial projections are accurate, all LAHC accounting personnel were provided training by District Office accounting personnel ([IID11-06](#) Monthly Projection Training) which further establishes internal control between the college and the district in terms of financial projection preparation.

Analysis and Evaluation

The District's integrated budget planning system takes into consideration both short-term and long-term financial solvency, allowing for continual assessment and adjustment of its capital structure and cash management strategies in line with the District Budget Allocation Model. The District systematically evaluates other liabilities and provides a plan for payments of long-term liabilities and obligations, and uses this information in short-term budget and other fiscal planning.

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

Evidence of Meeting the Standard

The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92% percent of the total full-time salary expenditures of the District ([DIIRD12-01](#), [DIIRD12-02](#)). Since its establishment, the District has continued to fund the trust account, which has a current balance of \$184.5 million ([DIIRD12-01](#), [DIIRD12-02](#)). The District makes an annual contribution of \$7 million to cover the costs of these benefits ([DIIRD12-01](#), [DIIRD12-02](#)).

Analysis and Evaluation

Through regular reviews of its Other Post Employment Benefit (OPEB) Liability, including a recent actuarial study in April 2021 that determined OPEB is current, the district develops plans and allocates appropriate resources for the payment of liabilities and future obligations. The District ensures pensions and OPEB plans are sufficiently funded through the establishment of and continued funding of an irrevocable trust with CalPERS.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District does not currently have any locally incurred debt.

Analysis and Evaluation

Currently, the District does not carry any locally incurred debt, and relies on its established Board Policies to ensure prudent planning and fiscal planning and management resources.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

BP 6307 Debt Issuance and Management ([DIID14-01](#)) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of 4 General Obligation Bonds over the last 20 years. Prop A for \$1.245 Billion began in 2001 ([DIID14-02](#)); Prop AA for \$980 million began in 2003 ([DIID14-03](#)); Measure J for \$3.5 Billion began in 2008 ([DIID14-04](#)) and Measure CC for \$3.3 Billion in 2016 ([DIID14-05](#)). All four of these bonds have supported the development of new and reconditioned buildings and invest in critical physical and technological infrastructure across the District. BP 6740 ([DIID14-06](#)) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language ([DIID14-07](#)). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 ([DIID14-08](#)). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations ([DIID14-09](#), [DIID14-10](#)).

Grants and categorical programs also are included in the District's external audit process ([DIID14-11](#) **EVIDENCE**).

These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than \$2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements ([DIID14-12](#)).

The Colleges have various auxiliary entities including community services, facility rentals, campus bookstores, Food Services, and child development centers.

Analysis and Evaluation

Consistent with BP 6307 Debt Insurance Management, the District has processes in place for debt insurance and management, including undergoing external and performance annual audits of bonds, grants and categorical programs, philanthropic donations, 501c3 nonprofit organizations such as the Foundation, and auxiliary entities. To further ensure that short- and long-term debt instruments such as bonds are used in a manner consistent with the intended purpose the funding sources, the Board Facilities Committee was formed to guarantee that activities are in line with the intent with the Bond language, following BP 6740 Citizens' Bond Oversight Committee.

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

Evidence of Meeting the Standard

Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations ([DIID15-01](#)). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District ([DIID15-02](#)). Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU ([DIID15-02](#)). Reconciliation is performed jointly by the college, CFAU and District Accounting ([DIID15-03](#)). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

LAHC's financial aid default rate is 10.5% (IIID15-01 Financial Aid Default Rate) and the following efforts are being made to lower the default rate:

- The focus of LAHC's Financial Aid Unit has been to increase petition completion and Pell eligibility, along with ensuring students meet their completion metrics to ensure on time completion to improve default rates.
- LACCD's Central Financial Aid Unit calls, emails and sends letters to students who are delinquent.
- Prior to awarding loans, LAHC also requires new borrowers to complete the online entrance counseling via the www.studentaid.gov website.
- Student borrowers are also encouraged to review their NSLDS records to make them aware of the amount of loans that they already have before borrowing additional amounts.

Individual colleges receive ad hoc Program Reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.

The college does have local Program Reviews that analyze service areas and identify areas of improvement (IIID15-02 Financial Aid Program Review) and the Financial Aid Program Reviews indicate that the Unit has worked to improve student education to keep default rates low and increase Pell eligibility.

Analysis and Evaluation

The District Central Financial Aid Unit (CFAU) monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, and in conjunction with the College oversees compliance when the federal government identifies deficiencies.

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution’s mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect as indicated in evidence below.

Policy		Procedure	Notes
BP 6100	Delegation of Authority, Business & Fiscal Affairs (DIID16-01)	AP 6100	Delegation of Authority, Business & Fiscal Affairs (DIID16-05)
BP 6150	Designation of Authorized Signatures (DIID16-02)	AP 6150	Designation of Authorized Signatures (DIID16-06)
BP 6330	Purchasing (DIID16-03)	AP 6330	Purchasing (DIID16-07)
BP 6340	Bids and Contracts (DIID16-04)	AP 6340	Bids and Contracts (DIID16-08)
		AP 6345	Bids and Contracts (UPCCAA) (DIID16-09)
		AP 6365	Contracts – Contracts – Accessibility of Information Technology (DIID16-10)
		AP 6370	Contracts – Personal Services (DIID16-11)
		AP 6380	Vendors (DIID16-12)

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District’s best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting ([DIID16-13](#)). Performance on the contractual services are reviewed by the business sponsor who can initiate a change in or termination of the contract based on the specified conditions in the contract language

Analysis and Evaluation

Following several established Board Policies and Administrative procedures, contractual agreements are reviewed by the District Director of Business Services and are further reviewed and approved by the Board, ensuring contractual agreements with external entities are consistent with the mission and goals of the institution, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Conclusions on Standard IIID: Technology

Los Angeles Harbor College (LAHC) has a history of sound financial management and oversight practices. Guided by the District and Colleges' mission, the District and College follow Board Policies and Administrative Procedures that provide a strong foundation for financial planning. Through the shared governance processes, the District and College collaborate to ensure there is a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements, embedded into institutional planning. The District and College plans for both short-term and long-term financial solvency. The financial integrity of the College is assured through continuous improvement of financial practices and internal control structures occur through evaluation of information from external audits.

LAHC's Budget Committee and College Planning Council identify areas of efficiency to ensure the College maintains a healthy financial status. The College's newly revised Program Review and Budget/Resource Development resource allocation plan provides a comprehensive resource allocation model that ensures college priorities are aligned with the College mission and plans. In line with this model, resources are appropriately allocated to support student learning and support services.

The District maintains healthy reserves and insurance coverage to ensure financial stability and meet financial emergencies and unforeseen circumstances. The District has established procedures to assess its use of financial resources in compliance with state rules and regulations, plans for and allocates appropriate resources for the payment of liabilities and future obligations, and has processes in place for debt and insurance management.

Standard IIID Evidence List

[DIIID1-01](#) District Allocation Model

[DIIID1-02](#) LACCD Allocation Model Development Timeline)

[DIIID1-03](#) DBC Minutes May 15 2019

[DIIID1-04](#) AP 6305 Administrative Procedures on reserves PLACEHOLDER

[DIIID1-05](#) 20200709 Chancellor's Communication - Framework for Racial Equity and Social Justice

[DIIID1-06](#) 2021-22 Centralized Accounts

[DIIID1-07](#) Status of Special Funds final year end FY21

[DIIID2-01](#) May Revise Budget 2021-22 final

[DIIID2-02](#) DBC-Agenda and supporting docs

[DIIID2-03](#) Budget Development Calendar

[DIIID2-04](#) BP 6200 Budget Preparation

[DIIID2-05](#) 2021-2022 Final Budget

[DIIID2-06](#) Los Angeles Community College District Budget and Finance Committee - 2021-22 Proposed Final Budget

[DIIID2-07](#) BP 6200 Budget Preparation

[DIIID2-08](#) Sept 1 2021 Board meeting minutes

[DIIID3-01](#) BP 6200 Budget Preparation

[DIIID3-02](#) 2021-2022 Budget Operation Plan Instructions

[DIIID3-03](#) Oct 7 2020 Board meeting minutes

[DIIID3-04](#) Budget Development Calendar

[DIIID3-05](#) 2020-21 District-Level Governance Survey Results and Comparisons RESULTS

[DIIID4-01](#) Budget and Finance Committee update

[DIIID4-02](#) Monthly Cyclical Expenditure Memo

[DIIID4-03](#) Monthly Expenditure-2022-per03

[DIIID4-04](#) Monthly Cyclical Expenditure Reports

[DIIID4-05](#) Office of Budget and Management Analysis Budget Oversight

[DIIID4-06](#) DBC Minutes May 13 2020

[DIIID4-07](#) District Accountability Measures board approved July 8, 2020

[DIIID4-08](#) 5yr Financial Forecast Budget and Finance 61621

[DIIID4-09](#) District Fiscal Accountability Process 2020-21

[DIIID4-10](#) 5yr Financial Forecast detail 61621

[DIIID4-11](#) Office of Budget and Management Analysis Monthly Oversight

[DIIID4-12](#) 2020-21 Third Quarter Enrollment Planning and Financial Review

[DIIID4-13](#) 2020-21 Third Quarter Enrollment Projections

[DIIID4-14](#) Classified Staffing Request C1121 (Revised 12-19)

[DIIID4-15](#) Academic Staffing Request HR Form 5-31-17

[DIIID4-16](#) Sample Staffing Reviews

[DIIID5-01](#) District Allocation Model

[DIIID5-02](#) Office of Budget and Management Analysis Budget Oversight

[DIIID5-03](#) Office of Budget and Management Analysis Monthly Oversight

[DIIID5-04](#) Budget Development Calendar

[DIIID5-05](#) District Budget Committee agenda and supporting docs 011321

[DIIID5-06](#) Budget and Finance Committee Minutes 012021

[DIIID5-08](#) Budget and Finance Committee Agenda-Mar 17 2021

[DIIID5-09](#) 2021-2022 Budget Operation Plan Instructions

[DIIID5-10](#) 2021-2022 PBF Workshop for College Users - Zoom

[DIIID5-11](#) BP 6300 Fiscal Management

[DIIID5-12](#) Insufficient Budget Control1

[DIIID5-13](#) Insufficient Budget Control2

[DIIID5-14](#) Journal Voucher

[DIIID5-15](#) Monthly Cyclical Expenditure Memo

[DIIID5-16](#) September 2021 Monthly Cyclicals

[DIIID5-17](#) District Budget Committee 101321 Agenda and supporting docs

[DIIID5-18](#) Budget and Finance Agenda 102021

[DIIID5-19](#) BP 6100 Delegation of Authority, Business & Fiscal Affairs

[DIIID5-20](#) BP 6150 Designation of Authorized Signatures

[DIIID5-21](#) BP 6200 Budget Preparation

[DIIID5-22](#) BP 6250 Budget Management

[DIIID5-23](#) BP 6300 Fiscal Management

[DIIID5-24](#) BP 6307 Debt Issuance and Management

[DIIID5-25](#) BP 6320 Investments

[DIIID5-26](#) BP 6330 Purchasing

[DIIID5-27](#) BP 6340 Bids and Contracts

[DIIID5-28](#) BP 6400 Financial Audits

[DIIID5-29](#) BP 6410 District Audit Charter

[DIIID5-30](#) BP 6450 Wireless or Cellular Telephone Use

[DIID5-31](#) BP 6500 Property Management
[DIID5-32](#) BP 6520 Security for District Property
[DIID5-33](#) BP 6540 Insurance
[DIID5-34](#) BP 6550 Disposal of Property
[DIID5-35](#) BP 6700 Civic Center and Other Facilities Use
[DIID5-36](#) BP 6750 Parking
[DIID5-37](#) BP 6800 Occupational Safety
[DIID5-38](#) BP 6900 Bookstores
[DIID5-39](#) AP 6340 Bids and Contracts Final DRAFT PLACEHOLDER
[DIID5-40](#) AP 6330 Purchasing FINAL DRAFT PLACEHOLDER
[DIID5-41](#) Internal Audit 2021-22 Audit Plan
[DIID5-42](#) Internal Audit Update
[DIID6-01](#) Budget Development Calendar
[DIID6-02](#) Oct 7 2020 Board meeting minutes
[DIID6-03](#) 2021-2022 Budget Operation Plan Instructions
[DIID6-04](#) 2021-2022 PBF Workshop for College Users – Zoom
[DIID6-05](#) DBC Meeting Minutes
[DIID6-06](#) Budget and Finance Meeting Minutes
[DIID6-07](#) Board of Trustees Agenda
[DIID6-08](#) BP 6400 Financial Audits
[DIID6-09](#) LACCD Financial Audit 063020
[DIID6-09](#) LACCD Financial Audit 063020
[DIID6-10](#) Los Angeles Harbor College Payroll Audit Report
[DIID6-11](#) Los Angeles Southwest College Child Development Center Audit Report
[DIID6-12](#) Los Angeles Trade Technical College CAL-Card Audit Report
[DIID6-13](#) LACCD CAP Worksheet 2019-2020
[DIID7-01](#) Budget and Finance Committee Agenda
[DIID7-02](#) Board of Trustees Minutes
[DIID7-03](#) LACCD CAP Worksheet 2019-2020
[DIID7-04](#) LACCD Financial Audit 063020, page 148