Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

> IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved.When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College's institutional leaders support LAHC's participatory governance structure, which strives to create and encourage innovation leading to institutional excellence through its processes. Administrators, faculty, staff, and students take initiative for improving practices, programs, and services in which they are involved through active participation in the College's 22 shared governance committees (IVA1-01 Diagram of Shared Governance Committees Communication/Reporting Structures, 2020 Participatory Governance Handbook, P. 11). The College's Participatory Governance Handbook (IVA1-02 PGH, Article IV, Sections 1-4) outlines the roles of each governance group, establishing a systematic participative process that ensures effective planning and implementation.

The College's execution of the Guided Pathway (GP) initiative is a prime example of how the College's shared governance structure is used to innovate practices, programs, and services, assuring effective planning and implementation of ideas for improvement that have significant institution-wide implications. Initially, to facilitate planning and implementation of the initiative, a new shared governance committee, the Guided Pathways Committee with representatives from administration, faculty, staff, and students was formed (IVA1-03 Guided Pathways Committee Descriptor). The ideas generated from discussions about program pathways, services, and best practices in the Guided Pathways Committee flowed through the shared governance structure for further discussion through standing reports and updates provided by the Guided Pathway Committee Co-Chairs at the Academic Senate (IVA1-04 GP Design Team Recommendations Academic Senate Minutes_6.17.21) and Curriculum Committee (CC) (IVA1-05 GP Report CC Minutes_5.4.21). The practices and services developed as a part of the process were then approved through the shared governance structure (IVA1-06 Approval of Guided Pathway Program Maps, Senate Minutes_3.18.21).

Improvement ideas have also been brought forward by individuals through the shared governance process. For instance, in order to improve College practices a classified staff member of the College Planning Council (CPC) recommended the creation of a Committee Chair Information sheet (IVA1-06 Committee Chair Information Sheet) to assist new committee chairs with their roles. The staff member presented the idea to the College Planning Council and obtained feedback (IVA1-07 Committee Chair Information Sheet Presented/Reviewed CPC Minutes_9.23.19), and it was approved for use (IVA1-08 Committee Chair Information Sheet Approved CPC Retreat Minutes_8.24.2020).

Institutional leaders also support informal practices whereby administrators, faculty, staff, and students take the initiative to develop innovative practices, programs, or services by obtaining

support for their ideas through the shared governance structure by presenting public comments. For instance, in fall 2019, a Harbor College faculty member created a partnership with USC to form the Higher Education Leadership Empowerment Network (HELEN) Program (IVA1-09 attach HELEN Program Informational Flyer) designed to empower community students through the development of leadership skills and an understanding of professional networking. In fall of 2021, students, faculty, staff, and administrators partnered to develop a Data Science STEM Mentorship Program (IVA1-10 STEM Mentorship Program Informational Flyer), where students mentored one another on the ability to gather, analyze, and translate data sets into actionable insights, culminating in a student led Data Science Symposium (IVA1-11 Data Science Symposium Presentation). Both programs obtained support for their ideas by presenting information to the Academic Senate (IVA1-12 Data Science Student's Public Comment and Dr. Pimentel's HELEN Presentation Senate Minutes 3-4-21).

Analysis and Evaluation
LAHC's institutional leaders create and encourage innovation leading to institutional excellence by supporting the policies and the College's formal and informal processes in place. Regardless of official title, through participation in the College's shared governance committees, administrators, faculty, staff, and students take initiative for improving practices, programs, and services, assuring that effective planning and implementation of plans for improvement take place. When ideas for improvement have policy or significant institution-wide implications, the ideas flow through the systematic and participative processes that are a part of the College's shared governance structure.

> IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

LACCD Board Policy (BP) 2510 Participation in Local Decision-Making (IVA2-01 BP 2510 Participation in Local Decision-Making) states, "The governance of the community college is inspired by a belief in democratic procedures, conducted with a spirit of collegiality, and is committed to decision making, which involves those most affected, including community, student and staff participation." Following BP 2510, LAHC's Participatory Governance Handbook states, "LAHC's participatory governance structure strives to provide those affected by the decisions the chance to effectively engage in the overall decision-making process" (IA2-02 Participatory Governance Handbook, p. 5). The College's Participatory Governance Handbook details the policies and process related to the College's shared governance structure and the roles administrators, faculty, staff, and students in the decision-making process (IA2-03 PGH, Article IV, Sections 1-4). For instance, according to the Handbook, the College follows Assembly Bill (AB) 1725 (IA2-04 AB 1725), giving faculty the primary responsibility for making recommendations to the President on academic or professional matters.

BP 2510 states "In order to provide students the opportunity to participate effectively in District and college governance, students shall be provided an opportunity to participate in formulation and development of District and College policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures." In-line with BR 2510, LAHC's students are represented in the participatory governance process through the Associated Student Organization (ASO) (IA2-05 Participatory Governance Handbook, Section 3, Students, p.7). The ASO President is given the responsibility to appoint student members to College committees, task forces, and other groups dealing with issues that have a significant effect on students. When considering student related issues, the Board and the administration are required to give respectful consideration to the opinions expressed by Associated Students before taking actions.

The College's Planning Model Handbook (IA2.06 College Planning Model Handbook) details the processes that individuals may use to bring ideas forward through the shared governance channel. For instance, the College Planning Model Handbook states, "Individuals from all constituencies are encouraged to bring improvement ideas forward for discussion through the shared governance process. CPC Committee members may request that ideas for improvement be placed on the next meeting agenda. Constituents that are not committee members may either ask their respective CPC voting representative to bring forward the idea to the committee on their behalf or may contact the College Planning Council Co-Chairs by providing a written request to be placed on the agenda to present an improvement idea for discussion at a CPC meeting" (p.8).

Analysis and Evaluation
In accordance with BP 2510 and AB 1725, college administrators, faculty, staff, and students play an integral role in the College's decision-making processes through participation in the College's shared governance committees. The College's Participatory Governance Handbook outlines the policies and procedures the College uses authorizing administrators, faculty, staff, and student participation in the College's decision-making processes. The College's shared governance structure makes provisions for student participation and consideration of student views in those matters in which student have a direct and reasonable interest. The Participatory Governance and Senate Handbooks also specify how through the shared governance structure, individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

> IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
LACCD Board Policy (BP) 2510 Participation in Local Decision Making (IVA3-01 BP 2510 Participation in Local Decision Making) highlights the importance of the roles of those that the decision-making process affects most. BP 2510 states, "The faculty of each college in the District may organize a College Academic Senate for the purpose of faculty government and to

establish formal and effective procedures for participation in setting policies on academic and professional matters." Further, BP 2510 establishes that "The primary function of the College Academic Senates, as representatives of the college faculty, is to make recommendations to the administration of the college and the Board of Trustees." Following BP 2510, the LAHC Participatory Governance Agreement (PGA) located in the College's Participatory Governance Handbook, explains the constituents' roles in the decision-making process (IVA3-02 Participatory Governance Handbook, Article IV, Sections 1 and 4, p.6-8).

Through representation on college committees and standing reports, faculty and administrators exercise a substantial voice in institutional policies, planning, and budget related to their areas of responsibility. For instance, the College Vice President of Administrative Services (VPAS) provides standing reports on the Budget at the Academic Senate (IVA3-03 VPAS Budget Report-Senate Minutes_12-2-21) and College Planning Council (IVA3-04 VPAS Budget Report-CPC Minutes_3-8-21) and the faculty co-chair of the Assessment Committee provides reports to the College Planning Council on program review and unit planning (IVA3-05 Assessment Report to CPC).

To ensure administrators and faculty have a substantial voice in institutional policies, planning, and budget, representatives from these constituencies serve as elected members on committees such as the College Planning Council (CPC) (IVA3-06 CPC Descriptor) responsible for overseeing college planning and policies and the Budget Committee. The Budget Committee is tasked with reviewing, developing, and improving the College's financial and budgeting process, establishing policy and procedures related to budgeting, and making recommendations on budget allocations (IVA3-07 Budget Committee Descriptor).

Administrators and faculty are purposely assigned to serve as Committee Co-Chairs in areas related to their responsibilities and expertise (IVA3-08 College Organization Chart). For instance, the College's Vice President of Administrative Services serves as the Budget Committee and Human Resource (HR) Committee (IVA3-09 HR Committee Descriptor; IVA3-10 Budget Committee Descriptor) Co-Chair.

Analysis and Evaluation
Through established policies such as BP 2510 and procedures detailed in the College's Participatory Governance Agreement and Handbook, administrators and faculty have a substantive and clearly defined role in institutional government and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

> IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
LAHC follows LACCD Administrative Procedure (AP) 4220 Standards of Scholarship-Delegation (IVA4-01 AP 4220 Standards of Scholarship-Delegation) stating, "The District relies on the expertise of faculty for standards of scholarship. The Curriculum Committee of the

Academic Senate is charged with maintaining the integrity and quality of the District curriculum, including appropriate breadth, depth, rigor, sequencing, pace, and synthesis of learning in courses and programs. The course development process, which culminates in approval by the Curriculum Committee, Academic Senate, and Board of Trustees, includes review of Student Learning Outcomes, how learning is assessed, and award of credit. Grading practices are consistent with Title 5 regulations."

In line with AP 4220, the College's Curriculum Committee's "primary function is to coordinate and evaluate curriculum development in accordance with State Education Code and Title 5 regulations, District Board Rules and Regulations, College policies and Mission Statement, and relevant governing boards and accrediting agencies. This includes the creation, modification, and deactivation of courses and programs (degrees, certificates, pathways, and other sequences of courses leading to a defined educational goal)" (IVA4-02 Curriculum Committee Descriptor). Faculty and academic administrators make curricular recommendations, including curriculum related to course and student learning programs and services, to the College's Curriculum committee (IVA4-03 Curriculum Committee Handbook). When recommendations are approved at the Curriculum Committee (CC) (IVA4-04 Curriculum Approval in CC Minutes_11.3.01), the Curriculum Committee Chair then presents the recommendations to the College's Academic Senate for discussion and approvals (IVA4-05 Curriculum Chair Report-Academic Senate Minutes_11.18.21).

Analysis and Evaluation

The roles of administrators and faculty in decision-making related to curriculum and student learning programs and services is made clear in the policies set forth in AP 4220. Through the College's well-defined shared governance structure and curriculum processes, faculty and academic administrators have a clearly outlined process to make recommendations about curriculum and student learning programs and services.

> IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

LAHC's participatory governance aims to engage all constituents in the overall decision-making process. The College's Participatory Governance Agreement (IVA5-01 PGA in the Participatory Governance Handbook, p. 7-8) specifies that the College's constituents take part in the College's decision-making consultation model with the President through the College's shared governance structure. Further, the College's Participatory Governance Handbook states, "In participatory governance, consultation and decision-making translate goals into policy or action. This model is based on common values, trust, and open, honest dialogue in the decision-making process. The overall process ensures transparency, with conduct between everyone remaining professional and respectful."

Constituents of the College actively participate on committees that are aligned with their areas of expertise and responsibilities (IVA5-02 Committee Descriptors). In these committees,

administrators, faculty, staff, and students participate in robust discussions about institutional plans, policies, curricular change, and other key considerations, ensuring the appropriate consideration of relevant perspectives on these issues. For instance, the Plan for Accelerated College Education (PACE) program underwent a viability study. Those with expertise and responsibility for the program, including the dean, director, faculty, and staff members involved in the PACE program, completed a program review with a viability study and presented the results at the College's Academic Senate (IVA5-03 of PACE Viability Report with Program Review). Following a review of the results, College faculty, staff, students, and administrators had an opportunity to discuss their perspectives on the findings and the program (IVA5-04 PACE Viability Discussion, Senate Minutes 5-6-21). After consideration of the relevant perspectives, the members of the Academic Senate voted on the viability of the program and made a recommendation to the College President. The President took into consideration the recommendation of the Academic Senate and made the final decision regarding the viability of the program following the recommendation to the President (IVA5-05 PACE Viability Vote and President's Decision on the PACE Viability, Senate Minutes 6-3-21), demonstrating the timely action taken regarding key considerations for the College.

Analysis and Evaluation

The College's Participatory Governance Agreement and Handbook document the College's policies and procedures related to LAHC's shared governance structure, including all the College's committee descriptors and membership. The Agreement and Handbook detail how the decision-making process is aligned with the expertise and responsibility of its constituents and the processes in place to ensure timely action on institutional plans, policies, curricular change, and other key considerations. Participation of the College's constituents on the shared governance committees ensure appropriate consideration of relevant perspectives.

> IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

LAHC's Participatory Governance Handbook published on the College's website (IVA6-01 Participatory Governance Handbook on Website) details the College's shared governance decision-making processes (IVA6-02 PGH). The College Handbook includes LAHC's Participatory Governance Agreement (PGA) specifying that "The responsibility for all decisions lies with the College President, the Chancellor and ultimately, the Board of Trustees." Consistent with Education Code Section 70901(b) requiring that the Board of Governors adopt regulations setting "minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration," the constituents of the College have agreed to participate in a decision-making consultation model with the President. In this model, through active participation in College Committees, all constituencies take part in the College's decision-making process by making recommendations to the College President.

Each committee also has its own policies and processes that it follows documented in Committee Handbooks. For instance, the decision-making process used by the Faculty Hiring Priority Committee (FHPC) (IVA6.03 FHPC Committee Descriptor) to develop the faculty hiring prioritization list is documented in the FHPC Handbook (IVA6-04 FHPC handbook), which is posted on the College's Handbook and Manual website (IVA6-05 FHPC Handbook on Website).

LACCD Board Policies (BP) 2340 Agenda (IVA6-06 BP 2340 Agenda) and BP 2360 Minutes (IV6-07 BP 2360 Minutes) require that agendas are communicated to the public at least 72 hours prior to the meeting and that deliberations and actions are documented in the minutes. Adhering to these policies, resulting decisions from the College's decision-making processes are communicated through reports at college committees, such as the Academic Senate and the College Planning Council, and are documented in committee agendas and minutes. Agendas and minutes are emailed to the campus community and posted on the website to communicate the decisions widely across the College. For example, the results of the Faculty Hiring Prioritization Process (FHPC) were communicated to the College via email through the Academic Senate's meeting agenda notice that included the prioritization list (IV6-08 Senate Noticed Agenda Email), through reports at the Academic Senate (IV6-09 FHPC Ranking, Academic Senate Minutes_9.16.21), and the College Planning Council (CPC) (IV6-10 FHPC Ranking, CPC Minutes_9.13.22) and is documented in the Academic Senate and CPC minutes posted on the website (IV6-11 Academic Senate and CPC Minutes on Website).

Analysis and Evaluation

LAHC adheres to Education Code Section 70901(b), BP 2340, and BP 2360. The College's decision-making consultation model and other decision-making processes used by the shared governance committees are clearly outlined in the College's Participatory Governance Handbook and through the shared governance committee handbooks. The decisions made as a result of the College's decision-making processes are documented in committee minutes and are widely communicated through emails, the College's website, and through reports at shared governance committees.

> IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

LACCD Board Policy (BP) 2745 Board Self-Evaluation (IV7-01 Board Self-Evaluation) states, "The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning." The Board of Trustees has established processes to perform self-evaluations to review data such as survey results, assess its performance during the preceding year, and establish new annual goals. Summaries of the evaluations are presented at Board Sessions.

All LAHC's governance bodies regularly evaluate their policies, procedures, and processes. Annually, during the process of completing the Committee Evaluation forms (IV7-02 Committee Evaluation Form), committees discuss their accomplishments, evaluate achievement of goals,

formulate new goals, and develop improvement actions based on the results of the evaluation. Committee Evaluations are posted on the College's website (IV7-03 Screenshot of Committee Evaluations posted on the College's website). For instance, the College's Assessment Committee completed its year-end evaluation (IV7-04 Assessment Committee Year-End Evaluation), serving as the basis for a discussion resulting in the formulation of new goals and improvement actions such as changes in the Committee's membership to better achieve the goals of the committee (IV7-05 Assessment Committee Minutes).

Surveys are also conducted at the College and District levels to evaluate the integrity and effectiveness of governance and decision-making policies (IV7-06 District Level Governance and Decision-Making Assessment Spring 2021). The surveys assess adequate representation in the decision-making process, effective communication of the results of decisions, how well decisions made reflect research and data, equity considerations, state initiatives, and efficiency of the meetings (IV7-07 Spring 2021 District Level Governance Survey Results). The results of the surveys are communicated through the District and College websites (IV7-08 Screenshot of Survey Results on College Website).

Analysis and Evaluation
LAHC's governance and decision-making structures are regularly evaluated through the year-end Committee Evaluation form. Survey results are also used at the College and District Levels to evaluate these structures. Evaluation results are used as a basis for improvement and the institution widely communicates the results of these evaluations on the College's website.

[Note: Suggested length for Standard IV.A is 7 pages.]
Conclusions on Standard IVA: Decision-Making Roles and Processes
LAHC has a well-organized shared governance structure that abides by policies and processes in place, ensuring administrators, faculty, staff, and students have a clear, substantive role in the College's documented and widely communicated decision-making processes. The systematic and participative shared governance processes allow for appropriate consideration of relevant perspectives in the decision-making process, encourage innovation of the College's practices, programs, and services, and provide a means for effective planning and implementation. To ensure continuous improvement of the College's governance and decision-making structures, regular evaluations are conducted, and the results of the evaluation form the basis for improvement.

Standard IVA Evidence List

B. Chief Executive Officer

> IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Dr. Luis Dorado was appointed President of Los Angeles Harbor College by the governing board of the Los Angeles Community College District at its May 4, 2022 meeting. Dr. Dorado served as the interim chief executive officer (CEO) of Los Angeles Harbor College since January 2021. Prior to Dr. Dorado's appointment, Dr. Otto Lee held the position for six and a half years (July 2014 to December 2020).

Dr. Dorado is a passionate and committed educational leader who has dedicated his career to advocating for student rights, educational equity and to ensuring access to higher education for historically marginalized communities. Raised in East Los Angeles County (Pomona), Dr. Dorado is a proud son of Mexican immigrants from Zacatecas and is a first-generation college attendee and English-language learner. Following high school, he went on to honorably serve in the United States Marine Corps and receive his Associate of Arts degree from Campbell University in North Carolina. Later, Dr. Dorado earned a bachelor's degree from Cal Poly Pomona, a Master's in Public Administration degree from the University of La Verne, and his education doctoral degree from the University of Southern California. Since 2010, Dr. Dorado has served in various administrative capacities at Los Angeles Harbor and Trade Technical Colleges.

The College President serves as the chief executive officer. The Chancellor of the District delegates full responsibility and authority to the College president to implement district policies and oversee campus operations as outlined by the District Governance Handbook (IVB1.01 District Governance Handbook). Board Policy charges the CEO with the responsibility to provide leadership for the College in the areas of planning, organizing, budgeting, selecting and development of personnel, and assessing institutional effectiveness (IVB2.02 link to Board policy). The CEO has authority in the development of the College's organizational structure and selection and evaluation of faculty, staff, and management teams (IVB1.03 BP 7120 Recruitment and Hiring; IVB1.04 BP 7210 Academic Employees; IVB1.05 AP 7230 Classified Employees).

The CEO responsibilities are also detailed in the CEO job description. It states that the President is responsible for, "Providing leadership in the continuing development of a strategic master plan that drives the budget process, resource allocation, institutional development and facilities planning (IVB1.06 LA Harbor College President Job Description) along with, "Keeping institutional planning and research current and viable." Per the latter, in spring 2021, the president reorganized the Office of Institutional Effectiveness so that it reports directly to the president (IVB1.07 link to org. chart). In addition, in January 2021, the President requested and participated in a campus-wide Data Summit that included a "data primer," and a thorough review of college data that focused on data regarding Harbor College students and student success

outcomes (IVB1.08 Data Summit Presentation). The goal was to create a collective understanding of how data informs master planning, budget, and resource allocation.

The College's Participatory Governance Handbook (2020) further delineates the roles of the CEO, administration, faculty, staff, and students in the decision-making processes of the College. The Handbook clearly states, "The responsibility for all decisions lies with the College President, the Chancellor and ultimately, the Board of Trustees," while emphasizing the importance of effective engagement by everyone at the College in overall decision-making processes (IVB1.09 Participatory Governance Handbook).

Analysis and Evaluation

Under the CEO's leadership and guidance, the College continues to offer quality educational opportunities for students. Board policy, the CEO job description, and the College's Participatory Governance Handbook provide the structure and processes the President follows in fulfilling his responsibility to maintain the quality of the institution.

Evidence of Meeting the Standard

> IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The District Budget Allocation Model determines the number of administrators at the College (link to allocation model), and the CEO is responsible for organizing the administrative structure of the College to effectively meet its mission. The CEO job description states that the President is responsible for "Reviewing the college organization and staffing with the goal of creating an effective and responsive organization" (IVB2.02 LAHC President Job Description). Per Board Policy, the College president has authority over the development of the organizational structure and local hiring (IVB2.03 BP 7120 Recruitment and Hiring; IVB2.04 BP 7210 Academic Employees; IVB2.05 BP 7230 Classified Employees).

The LAHC Administrative Organizational Chart shows that the College is organized into three clusters: Academic Affairs Cluster, Student Services Cluster, and Administrative Services Cluster, each overseen by a Vice President who reports to the President (IVB2.06 link to chart). The delegation of authority to administrators is done in a manner that is consistent with policies and procedures as described in the Participatory Governance Handbook (IVB3.07 Participatory Governance Handbook), job descriptions, and collective bargaining agreements (IVB2.08 AFT Contract, IVB2.09 Classified Contract, IVB2.10 Deans Contracts).

Analysis and Evaluation

Per the Governance Handbook and the job description for the College President, the President delegates authority to campus administrators and others as appropriate and as consistent with their assigned responsibilities. Through the Administrators Leadership Team, and with input from collegial consultation and campus constituencies, the President evaluates the effectiveness of the College and reorganizes as needed.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Following LACCD Board Policy (BP) 2510 Participation in Local Decision Making (IVB3.01 BP2510 Participation in Local Decision Making) highlighting the importance of shared governance being "conducted with a spirit of collegiality," and the College's consultation decision-making shared governance structure based on "common values, trust, and open honest dialogue…with conduct between everyone remaining professional and respectful" detailed in the College's Participatory Governance Handbook (PGH) (IVB3.02 PGH, p.5), the President leads the College in its established collegial decision-making shared governance process responsible for setting values, goals, and priorities. Standing reports at the Academic Senate (IVB3.03 President's Senate Presentation 5-6-21) and College Planning Council (CPC) (IVB3.04 President's CPC Presentation 7-12-21) on key issues demonstrate the President's commitment to this process.

The President ensures the College sets institutional performance standards for student achievement through the development of Institution-Set Targets in the College's Strategic Educational Master Plan (SEMP) (IVB3.05 SEMP) and the College's Institution-Set Standards calculated each year by the Office of Institutional Effectiveness (IVB3.06 Institution-Set Standards 20-21).

Through oversight and participation in the College's data driven planning model (IVB3.07 Planning Model Website), the President ensures that:
- Evaluation and planning rely on high quality research and analysis of external and internal conditions. The College's Planning Model relies on high quality research on outcomes data from the Office of Institutional Effectiveness (OIE). OIE provides data and research to support the analyses conducted in the program review process (IVB3.08 Program Review Data Dashboard), implements surveys (IVB3.09 Sample Survey Results), and provides data discussed at committees such as the College's Annual Profile (IVB3.10 Annual Profile) used to direct institutional planning, allocation, and decision-making processes. To help educate the College on the data used for institutional planning, the President led a college-wide Data Summit (IVB3.11 Data Summit Presentation) in spring of 2021.

- Educational planning is integrated with resource planning and allocation to support achievement and learning. The President oversees all college plans (IVB3.12 Strategic Educational Master Plan; IVB3.13 Technology Plan; IVB3.14 Student Equity Plan; IVB3.15 Enrollment Management Plan), which are aligned with the College's SEMP. Outcomes assessments on the evaluation of the SEMP outcome measures result in action plans with improvement actions supported by data in program reviews/unit plans, which serve as the basis for resource prioritization and allocation (IVB3.16 SEA Funding Retreat Prioritization).
- Allocation of resources support and improve learning and achievement. Through the college's outcomes assessment process described in the College Planning Model, the College evaluates whether resource allocation improves student learning. For instance, the College's equity groups presented outcomes data on first-year math and English completion rates (IVB3.17 Puente Presentation) at the Student Success Coordinating Committee, providing a means by which the President can determine how well allocation of resources support and improve learning and achievement.
- The College has established procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. In the College's planning model, all college planning is centered on the College mission. The College Planning Council (CPC) (IVB3.18 CPC descriptor) serves as an advisory group to the College President on fiscal, policy, and planning issues and the committee reviews its charge annually using the Committee Evaluation Form (IVB3.19 CPC Committee Evaluation Form).

Analysis and Evaluation

The President is responsible for broad oversight of all planning, resource allocation, and goal setting, and the evaluation thereof. The President of Harbor College, like his predecessors, follows and improves upon established policies and procedures to guide institutional improvement of the teaching and learning environment. Decisions for improvement are informed by data analysis and linked to resource planning and allocation.

> IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President assumes primary responsibility for the College's accreditation and leads the College's accreditation processes. The CEO job description includes the President's responsibility in the College's accreditation efforts, stating the president must have "the ability to monitor, manage and maintain the requirements of the college's accreditation effort." (IVB4.01 LAHC President Job Description). This responsibility includes ensuring that the faculty, classified staff, and administrative leaders understand their roles in assuring compliance with accreditation standards. The President also heads the Accreditation Team (IVB4.02 Accreditation Team 2020-2021).

The President ensures that the College remains informed throughout the accreditation cycle. For the fall 2021 semester, the President included an accreditation update in the Opening Day presentation (IVB4.03 Opening Day Presentation). Prior, in April 2021, the President requested and led a college-wide Accreditation Kick-Off meeting to encourage campus involvement in the writing of the 2022 ISER (IVB4.04 Accreditation Kick-Off Presentation). The President also ensures that an Accreditation Update is provided at each Academic Senate and College Planning Council meeting (IVB4.05 Accreditation Report Senate Minutes 10-7-21; IVB4.06 Accreditation Report CPC Minutes). Each year, the College goals established by the President are founded on continuous improvement in providing quality educational experiences as delineated in the College mission and the Strategic Educational Master Plan (IVB4.07 Dr. Lee's Goals; IVB4.08 Dr. Dorado's Goals).

The President also communicates regularly with the ALO and works directly with her in reviewing and submitting the ACCJC Annual Reports and other documents as required by the ACCJC.

Faculty, staff, and administrative leaders of the institution assure compliance with accreditation requirements through participation on shared governance committees (IVB4.09 Sample Committee Accreditation Standard Review) and participation on the Accreditation Workgroup (IVB.10 Accreditation Workgroup Membership).

Analysis and Evaluation
The CEOs active leadership role in accreditation has been integral to the College meeting accreditation standards, commission policies, and eligibility requirements. Through participation in shared governance committees and on the Accreditation Workgroup, faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

> IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
Per Board Policy and as outlined in the president's job description, it is the president's responsibility to ensure that the College adheres to all statutes, regulations, and governing board policies (IVB5.01 BP; IVB5.02 President Job Description). These mandates are discussed at monthly President's Council and the Chancellor's Cabinet so the colleges in the District are consistent in their compliance.

Analysis and Evaluation
The CEO clearly understands the statutes, regulations, and governing board policies, ensuring and upholding the College mission throughout their implementation.

> IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

LAHC's President is committed to the communities served by the institution. The President works and communicates with the campus community through presentations and discussions that occur at Opening Day (IVB6.01 Opening Day 2021 Presentation), at Town Halls (IVB6.02 Re-Engagement Town Hall Flyer), Virtual Coffee Hours (IVB6.03Virtual Coffee Hour Flyer), Virtual Orientations (IVB6.04 Faculty Orientation), and through email communications (IVB6.05 Message from President - Covid-19).

The President interacts and communicates with the broader community served by the College by:

- Participating in events such as the Wilmington and San Pedro Parades and the Wilmington and San Pedro Rotary Clubs (IVB7.06 Picture of President at San Pedro Parade),
- Attending meetings at the office of Councilman Joe Buscaino of the 15 Council District serving Wilmington, San Pedro, Harbor City, and Harbor Gateway, San Pedro, Watts, and Wilmington as well as the Port of Los Angeles,
- Working with the city on the Tiny Homes transitional housing community (IVB.08 Video of President at Tiny Home Tour), and
- Through active work with the Los Angeles Unified School District's SE, the Phillip 66 Refinery, Lomita City Council, the Men of Color Action Network, Wilmington Chamber of Congress, Carson Chamber of Congress, and with the College's Foundation (IVB.09 Men of Color Conference hosted by LAHC Flyer; IVB.10 Carson Chamber of Commerce).

Through these and many other firsthand interactions with the College's broader community members and leaders, the President not only establishes a deep connection and understanding of the needs of the community, but also actively works to help improve it.

Analysis and Evaluation

The CEO actively seeks to identify and understand the needs of Harbor College's community through firsthand interaction with community leaders and organizations. This regular interaction leads to effective communication with the community, the establishment of new programs to address community needs, and deeper roots in the areas the College serves.

[Note: Suggested length for Standard IV.B is 5 pages.]

Conclusions on Standard IVB: Chief Executive Officer

LAHC's President provides effective leadership for the College by establishing a collegial shared governance culture responsible for setting the values, goals, and priorities for the institution. By ensuring the College follows policies and procedures integrated within the College's planning model and shared governance process, the President ensures sound fiscal management, an effective organization structure, and continuous improvement of the College teaching and learning environment. The President leads by example, embracing the responsibility for the

accreditation standards and by providing leadership to the College's Accreditation Workgroup. Through active communication and involvement in events at the college and community at large, the President demonstrates his passion for serving the community the College serves.

Standard IVB Evidence List

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C. Governing Board

> IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees (DIVC1-01 Board Membership). The Board has established policies that that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance and educational quality (DIVC1-02 BP 2200 Board Duties and Responsibilities). BP 2410 indicates the process for creation and regular review of Board Policies (DIVC1-03 BP 2410 Board Policies and Administrative Procedures).

The Board assures its role through actions taken in regular occurring monthly meetings (DIVC1-04 Sample Board Meeting Schedule, DIVC1-05 May 2021 Board Sample Agenda) and through an established committee structure defined in Board Policy 2220 (DIVC1-06 BP 2220 Committees of the Board). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity. (DIVC1-07 Budget & Finance Committee Minutes 1-20-21), (DIVC1-08 FMPOC Minutes 11-18-2020), (DIVC1-09 IESS Minutes 2-17-2021), (DIVC1-10 Legislative & Public Affairs Minutes 3-17-2021). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (DIVC1-11 LACCD BOARD GOALS 2020 Revised).

Analysis and Evaluation
Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees and Board policy actions.

> IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Board is committed to an ethical code ([DIVC2-01](#) BP 2715 Code of Ethics - Standards of Practice), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual members ([DIVC2-02](#) Conflict of Interest - Trustees Orientation), ([DIVC2-03](#) Procurement Slides excerpted for Trustee Orientation), ([DIVC2-04](#) Student Trustee Orientation Agenda), ([DIVC2-05](#) Student Trustee Orientation- Coraima Martinez). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training ([DIVC2-06](#) LACCD BOARD GOALS 2020 Revised). ACCJC training was provided during a public session to meet this goal ([DIVC2-07](#) May 17, 2021 Board Agenda ACCJC Training).

Analysis and Evaluation
Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialog and debate prior to making decisions and stand behind the final board action once taken. The Board conducts an annual self-evaluation including areas of Board interactions and sets goals as needed for improvement on any areas of weakness.

> IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 ([DIVC3-01](#) Board Rule Ch. X - Article III-4 10309 pages 14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 ([DIVC3-02](#) Board Rule Ch. X - Article I 10105.13). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435 respectively, upon approval of the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the board through the board goals, board self-evaluation process, chancellor's evaluation ([DIVC3-03](#) LACCD BOARD GOALS 2020 Revised). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal ([DIVC3-04](#) Board of Trustees Special Meeting 1-20-22, [DIVC3-05](#) Chancellor Employment Approval). The current Chancellor has been in office since 2014.

==AP 7120 defines the selection process for College Presidents (DIVC3-06, DIVC3-07).== The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board in consultation with the Chancellor makes the final selection, which is approved by the Board in open session (DIVC3-08 Presidential Appointment at ELAC). All contract renewals are based on annual evaluations with final approval by the Board (DIVC3-09 Presidential Contract Extensions).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 (DIVC3-10 HR-E210_PerfEval_SrAcadMgr Final Edit 5-25-17-4). Annual evaluations (DIVC3-11 Recess to Closed Session BOT Meeting, January 12, 2022) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument (DIVC3-12 Form HR E-210A LACCD Self-Assessment Evaluation Instrument). The individual being evaluated is provided the opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The Comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument (DIVC3-13 FORM HR E-210B LACCD Data Collection College President Evaluations 5-25-2017 FINAL). Contributor groups include faculty, staff and administrative representatives.

==AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President (DIVC3-14).== The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. The current College President has been in place since January 2021 as an interim chief executive officer (CEO) and was appointed President of LAHC by the governing board of the Los Angeles Community College District at its May 4, 2022, meeting.

Analysis and Evaluation
The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

> IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole (DIVC4-01 BP 2100 Board Elections). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (DIVC4-02 BP 2015 Student Trustee, DIVC4-03 Resolution of the Student Trustee Role).

BP 2200 (DIVC4-04 BP 2200 Board Duties and Responsibilities) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (DIVC4-05 BP 2710 Conflict of Interest) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (DIVC4-06 BP 2715 Code of Ethics - Standards of Practice) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (DIVC4-07 BP 2310 Regular Meetings of the Board) (DIVC4-08 May 2021 Board Sample Agenda). In addition, members of the public may request an item on the agenda for Board consideration (DIVC4-09 BP 2340 Agendas).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 (DIVC4-05 BP 2710 Conflict of Interest). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (DIVC4-06 BP 2715 Code of Ethics - Standards of Practice). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (DIVC4-10 Board of Trustees Special Meeting Agenda January 22, 2022, DIVC4-11 LACCD January 2022 BSA Session Final, DIVC4-12 ACCT LACCD Presentation Updated).

Analysis and Evaluation

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds meetings and subcommittee meetings monthly that allow for public participation and dialog on District issues. Transparency and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

> IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, and institutional performance, and educational quality (DIVC5-01 BP 2200 Board Duties). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (DIVC5-02 IESS Policy Revision Process). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies and programmatic changes.
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the District, and review the work of the Internal Audit Unit.
Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the District's interests
Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, district energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (DIVC5-03 BP 2410 Board Policies and Administrative Procedures). The Board establishes the District Mission (DIVC5-04 BP 1200 District Mission), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (DIVC5-05 DSP Approval on Board Agenda), College

Mission statements (DIVC5-06 IESS Agenda 1-19-22, DIVC5-07 BOT February 2, 2022 Approval of LAMC's Mission Statement) and College Educational Master Plans (DIVC5-08 Board Educational Master Plan sample) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (DIVC5-09 IESS Master Plan Approvals). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis (DIVC5-10) (MAR -IESS). Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (DIVC5-11 Budget and Finance sample agenda). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (DIVC5-12 Board of Trustees Special Meeting Agenda January 22, 2022, DIVC5-13 LACCD January 2022 BSA Session Final, DIVC5-14 ACCT LACCD Presentation Updated, DIVC5-15 LACCD BOARD GOALS 2020 Revised). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation
The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board defined in policy.

> IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The Board defines its size, duties, responsibilities, structure and operating procedures in Chapter 2 of the Board Policies:

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (DIVC6-01)
	BP 2015 Student Trustee (DIVC6-02)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (DIVC6-03)
	BP 2410 Board Policies and Administrative Procedures (DIVC6-04)
Board Structure	BP 2210 Officers (DIVC6-05)
	BP 2220 Committees of the Board (DIVC6-06)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (DIVC6-07)
	BP 2310 Regular Meetings of the Board (DIVC6-08)
	BP 2315 Closed Sessions (DIVC6-09)

	BP 2330 Quorum and Voting (DIVC6-10) BP 2340 Agendas (DIVC6-11) BP 2355 Decorum (DIVC6-12) BP 2430 Delegation of Authority to the Chancellor (DIVC6-13) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-14) BP 2716 Board Political Activity (DIVC6-15) BP 2720 Communications Among Board Members (DIVC6-16) BP 2745 Board Self-Evaluation (DIVC6-17)

The Board Policies are housed publicly on BoardDocs (DIVC6-18 Board Policies on BoardDocs), which is accessible from the District home page (DIVC6-19 LACCD Website HomePage).

Analysis and Evaluation
The Board has published policies that define the composition of the Board, its responsibilities and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review and approval (DIVC6-20 Board Approval of Chapter 2 Policies).

> IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/ system mission and revises them as necessary.

Evidence of Meeting the Standard
The Board acts in a manner consistent with its policies. Regular meetings are held monthly (DIVC7-01 Sample Board Meeting Schedule) and established subcommittees meet regularly in accordance with policy (DIVC7-02 Subcommittee Meeting Postings). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement (DIVC7-03 Board of Trustees Special Meeting Agenda January 22, 2022, DIVC7-04 LACCD January 2022 BSA Session Final, DIVC7-05 ACCT LACCD Presentation Updated).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous eighteen chapters of Board Rules were converted to 7 Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (DIVC7-06 Matrix for LACCD BPs & APs). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (DIVC7-07 DAS Chapter 5 Approval, DIVC7-08 SAC Chapter 5 Approval). The Board approved the newly reformatted chapters and rescinded legacy policies (DIVC7-09 Board Approval Chapter 4). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (DIVC7-10 Board Approval of Chapter 2 Policies).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (sample schedule) (DIVC7-11). If

no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. ==The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (Governance Handbook. AP 2510)== (DIVC7-12, DIVC7-13). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (DIVC7-14 BP 2410 Board Policies). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District ==(Governance Handbook) (DIVC7-12)==. All Policies are reviewed for effectiveness and brought to Board for review through noticing (DIVC7-15 Board Noticing of Policies) and approval of the Board (DIVC7-16 Chapter 4 Board Approval), and for more detailed review at the subcommittee level as needed (DIVC7-17 IESS Chapter 4 Review). The Board is informed in their decision-making by a system of consultation (DIVC7-18 BP 2510 Participation in Local Decision-Making, ==DIVC7-19 AP 2510==) to assure that faculty, staff and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (DIVC7-20 BP 2900 COVID-19 Vaccination Requirement, DIVC7-21 AP 4100 Graduation Requirements for Degrees and Certificates).

> IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This committee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies and programmatic changes (DIVC8-01 BP 2220 Committees of the Board). The IESS has regular reviews of progress made on the District Strategic Plans (DIVC8-02 Student Outcomes (momentum points) 05-19-21, DIVC8-03 IESS Award Trends). In addition, the committee regularly works with staff to review success issues of important (DIVC8-04 AB 705 English, DIVC8-05 IESS Equity Plans).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (DIVC8-06 Board Review of Local Goals). The Board also uses the Committee of the Whole to investigate important student success subjects (DIVC8-04 AB 705 English, DIVC8-07 Committee of the Whole - AAOI). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (DIVC8-08 LACCD BOARD GOALS 2020 Revised).

Analysis and Evaluation

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

> IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years (DIVC9-01 BP 2100 Board Elections). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (DIVC9-02 BP 2740 Board Education), that includes a review of the roles and responsibilities of Trustees (DIVC9-03 Board of Trustees Special Meeting Agenda January 22, 2022, DIVC9-04 LACCD January 2022 BSA Session Final, DIVC9-05 ACCT LACCD Presentation Updated).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (DIVC9-06 Board Member PD Approvals, DIVC9-07 Board Member PD sample 4). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students (DIVC9-08 ACCT 2019 event). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas (DIVC9-09 Board Member PD sample 2, DIVC9-10 Board Member PD sample 3). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues (DIVC9-11 COW Sample AB 705, DIVC9-12 COW Sample Budget and Enrollment).

Analysis and Evaluation
The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals (DIVC10-01 BP 2745 Board Self-Evaluation). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (DIVC10-02). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process (DIVC10-03 Board Self Evaluation Agenda, DIVC10-04 Board Agenda - Goal Planning). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (DIVC10-05 Board of Trustees Special Meeting Agenda January 22, 2022, DIVC10-02 LACCD January 2022 BSA Session Final, DIVC10-06 ACCT LACCD Presentation Updated, DIVC10-07 LACCD BOARD GOALS 2020 Revised).

Analysis and Evaluation

The Board has established policies dictating annual self-evaluations and goal setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office (DIVC11-01 BP 2710 Conflict of Interest). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of board operations (DIVC11-01 BP 2710 Conflict of Interest). The Board members annually submit these disclosures (DIVC11-02 Form 700 Board Economic Filings). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (DIVC11-03 BP 2715 Code of Ethics). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (DIVC11-04 BP 6410 District Audit Charter). The policy calls for complaints made regarding the Board of Trustees acting as a whole will be referred to the State Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (DIVC11-03 BP 2715 Code of Ethics).

Analysis and Evaluation

The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure that the ethical code is adhered to and there are no conflicts that prevent the Board from operating in the best interest of the District. The Board adheres to its policies and annually submits economic interest disclosures for public review.

> IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (DIVC12-01 BP 2430 Delegation of Authority to the Chancellor). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (DIVC12-02 BP 2410 Board Policies and Administrative Procedures). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (DIVC12-01 BP 2430 Delegation of Authority to the Chancellor). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (DIVC12-03 Sample Agenda Chancellor Report page 16).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process (DIVC12-04 LACCD BOARD GOALS 2020 Revised). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions (DIVC12-01 BP 2430 Delegation of Authority to the Chancellor, DIVC12-05 BP 2435). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the District Governance Handbook (DIVC12-06 District Governance Handbook), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation
The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of board goals, and the evaluation of the Chancellor based on board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the district.

> IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board is provided with information on the role of the Board in their initial orientation (DIVC13-01 CONFLICT OF INTEREST - TRUSTEES ORIENTATION, DIVC13-02 Procurement Slides excerpted for Trustee Orientation V2, DIVC13-03 2021 Student Trustee Orientation Agenda, DIVC13-04 Student Trustee Orientation- Coraima Martinez). In addition, the Board has established board education on accreditation as one of its Board Goals (DIVC13-05 LACCD BOARD GOALS 2020 Revised). To meet this goal, the Board received training by the ACCJC on accreditation and the board's role (DIVC13-06 May 17, 2021 Board Agenda ACCJC Training, (DIVC13-07 LACCD Board Training May 19, 2021).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (DIVC13-08 BP 2220 Committees of the Board). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (DIVC13-09 IESS Midterm Reports). The Board as a whole is presented with and approves all accreditation reports (DIVC13-10 Board Approval ACCJC documents).

Analysis and Evaluation
The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal setting process.

[Note: Suggested length for Standard IV.C is 10 pages.]
Conclusions on Standard IVC: Governing Board

The Los Angeles Community College District has established Board Policies defining the composition of the Board and its duties. The Board shows a deep commitment to institutional effectiveness, sound financial decision-making, and the success of the colleges and students throughout the District. Its commitment to be informed on all aspects pertaining to the District under its purview is demonstrated through its committee structure which allows for Board dialog on issues such as budgets and finances, facilities development and maintenance, legislative affairs, student success, and institutional effectiveness. The Board through its operations has lived its commitment to the mission of the District, consistently striving for improved student outcomes, equitable access and achievement, and expansion of student and community support services.

The Board has demonstrated regular policy development and review through its adoption of the Community College League of California model Board Policies and through its years-long process of evaluating new Board Policies to ensure that effective use of policy-level language is consistent with the mission to ensure the quality, integrity, and improvement of learning programs and student services. This process was launched in alignment with the District's Strategic Plan and Board Goals.

The Board has approved budget policies and a Budget Allocation Model for the effective allocation of funds and resources necessary to support learning programs and student services throughout the District. The Board has delegated responsibility and authority to the Chancellor to implement Board Policies and ensure effective operations of the District and its colleges. The Board conducts its business in a public and transparent fashion within its established Board Policies. The Board engages in robust dialog on the needs of the District and recognizes that authority rests with the Board as a whole and not with individual Trustees.

The Board has a consistent and ongoing process of self-evaluation, integrated with the establishment of Board Goals. These goals are established in support of institutional effectiveness and to promote student access and achievement. The Board works through the Chancellor to operationalize responses to these goals and holds him accountable for associated results. Board members engage in an initial orientation and ongoing training to support understanding of their roles and responsibilities. The Board has policies in place to prevent undue influence and conflicts of interest. The Board conducts its business within the constructs of its policies and in support of the success of the District and its colleges.

Standard IVC Evidence List
DIVC1-01 Board Membership
DIVC1-02 BP 2200 Board Duties and Responsibilities
DIVC1-03 BP 2410 Board Policies and Administrative Procedures
DIVC1-04 Sample Board Meeting Schedule
DIVC1-05 May 2021 Board Sample Agenda
DIVC1-06 BP 2220 Committees of the Board
DIVC1-07 Budget & Finance Committee Minutes 1-20-21
DIVC1-08 FMPOC Minutes 11-18-2020
DIVC1-09 IESS Minutes 2-17-2021
DIVC1-10 Legislative & Public Affairs Minutes 3-17-2021

DIVC1-11 LACCD BOARD GOALS 2020 Revised
DIVC2-01 BP 2715 Code of Ethics - Standards of Practice
DIVC2-02 Conflict of Interest - Trustees Orientation
DIVC2-03 Procurement Slides excerpted for Trustee Orientation
DIVC2-04 Student Trustee Orientation Agenda
DIVC2-05 Student Trustee Orientation- Coraima Martinez
DIVC2-06 LACCD BOARD GOALS 2020 Revised
DIVC2-07 May 17, 2021 Board Agenda ACCJC Training
DIVC3-01 Board Rule Ch. X - Article III-4 10309 pages 14-18
DIVC3-02 Board Rule Ch. X - Article I 10105.13
DIVC3-03 LACCD BOARD GOALS 2020 Revised
DIVC3-04 Board of Trustees Special Meeting 1-20-22
DIVC3-05 Chancellor Employment Approval
DIVC3-06 BP 2XXX PLACEHOLDER
DIVC3-07 AP 2XXX PLACEHOLDER

DIVC3-08 Presidential Appointment at ELAC

DIVC3-09 Presidential Contract Extensions

DIVC3-10 DIVC3-10 HR-E210_PerfEval_SrAcadMgr Final Edit 5-25-17-4

DIVC3-11 DIVC3-11 Recess to Closed Session BOT Meeting, January 12, 2022

DIVC3-12 DIVC3-12 Form HR E-210A LACCD Self Assessment Evaluation Instrument

DIVC3-13 DIVC3-13 FORM HR E-210B LACCD Data Collection College President
Evaluations 5-25-2017 FINAL

DIVC3-14 AP XXXX PLACEHOLDER

DIVC4-01 BP 2100 Board Elections
DIVC4-02 BP 2015 Student Trustee
DIVC4-03 Resolution of the Student Trustee Role
DIVC4-04 BP 2200 Board Duties and Responsibilities
DIVC4-05 BP 2710 Conflict of Interest
DIVC4-06 BP 2715 Code of Ethics - Standards of Practice
DIVC4-07 BP 2310 Regular Meetings of the Board
DIVC4-08 May 2021 Board Sample Agenda
DIVC4-09 BP 2340 Agendas
DIVC4-10 Board of Trustees Special Meeting Agenda January 22, 2022
DIVC4-11 LACCD January 2022 BSA Session Final
DIVC4-12 DIVC4-12 ACCT LACCD Presentation Updated
DIVC5-01 BP 2200 Board Duties
DIVC5-03 BP 2410 Board Policies and Administrative Procedures
DIVC5-04 BP 1200 District Mission

DIVC7-16 Chapter 4 Board Approval
DIVC7-17 IESS Chapter 4 Review
DIVC7-18 BP 2510 Participation in Local Decision-Making
DIVC7-19 AP 2510 PLACEHOLDER
DIVC7-20 BP 2900 COVID-19 Vaccination Requirement
DIVC7-21 AP 2900 Vaccination Requirement
DIVC8-01 BP 2220 Committees of the Board
DIVC8-02 Student Outcomes (momentum points) 05-19-21
DIVC8-03 IESS Award Trends
DIVC8-04 AB 705 English
DIVC8-05 IESS Equity Plans
DIVC8-06 Board Review of Local Goals
DIVC8-07 Committee of the Whole – AAOI
DIVC8-08 LACCD BOARD GOALS 2020 Revised
DIVC9-01 BP 2100 Board Elections
DIVC9-02 BP 2740 Board Education
DIVC9-03 Board of Trustees Special Meeting Agenda January 22, 2022
DIVC9-04 LACCD January 2022 BSA Session Final
DIVC9-05 ACCT LACCD Presentation Updated
DIVC9-06 Board Member PD Approvals
DIVC9-07 Board Member PD sample 4
DIVC9-08 ACCT 2019 event
DIVC9-09 Board Member PD sample 2
DIVC9-10 Board Member PD sample 3
DIVC9-11 COW Sample AB 705
DIVC9-12 COW Sample Budget and Enrollment
DIVC10-01 BP 2745 Board Self-Evaluation
DIVC10-02 Board Self-Evaluation Survey instrument PLACEHOLDER
DIVC10-03 Board Self Evaluation Agenda
DIVC10-04 Board Agenda - Goal Planning
DIVC10-05 Board of Trustees Special Meeting Agenda January 22, 2022
DIVC10-06 LACCD January 2022 BSA Session Final
DIVC10-07 ACCT LACCD Presentation Updated
DIVC10-08 LACCD BOARD GOALS 2020 Revised
DIVC11-01 BP 2710 Conflict of Interest
DIVC11-02 Form 700 Board Economic Filings
DIVC11-03 BP 2715 Code of Ethics
DIVC11-04 BP 6410 District Audit Charter
DIVC12-01 BP 2430 Delegation of Authority to the Chancellor
DIVC12-02 BP 2410 Board Policies and Administrative Procedures
DIVC12-03 Sample Agenda Chancellor Report page 16
DIVC12-04 LACCD BOARD GOALS 2020 Revised
DIVC12-05 BP 2435 PLACEHOLDER
DIVC12-06 District Governance Handbook PLACEHOLDER
DIVC13-01 Orientation materials that mention Accreditation PLACEHOLDER
DIVC13-01 CONFLICT OF INTEREST - TRUSTEES ORIENTATION

DIVC13-02 Procurement Slides excerpted for Trustee Orientation V2
DIVC13-03 2021 Student Trustee Orientation Agenda
DIVC13-04 Student Trustee Orientation- Coraima Martinez
DIVC13-05 LACCD BOARD GOALS 2020 Revised
DIVC13-06 May 17, 2021 Board Agenda ACCJC Training
DIVC13-07 LACCD Board Training May 19, 2021
DIVC13-08 BP 2220 Committees of the Board
DIVC13-09 IESS Midterm Reports
DIVC13-10 Board Approval ACCJC documents

D. Multi-College Districts or Systems
[Note: Suggested length for Standard IV.C is 10 pages.]

> IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan (DIVD1-01 2018-2023 LACCD District Strategic Plan) and through the establishment of a clear vision for District success and equity (DIVD1-02 LACCD Framework for Racial Equity and Social Justice 2020). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (DIVD1-03 LACCD BOARD GOALS 2020 Revised).

Expectations are also provided through the various committees and organizational structures throughout the District. Each governance structure and administrative group is defined in the District Governance Handbook (DIVD1-04 District Governance Handbook). These structures include administrative structures:

Committee	Participants	Charge
Chancellor's Cabinet (DIVD1-05 Cabinet Agenda - 3-11-2020 Final)	• Chancellor • Presidents • District Executive Staff	• Helps set administrative and institutional priorities • Reviews recommendations from Vice President Councils and forwards recommendations to the Chancellor for action • Reviews recommendations from district-wide governance committees, including the District Budget

		Committee, the District Planning Committee, the Bond Oversight Committee, and the JLMBC and forwards recommendations to the Chancellor for action
Presidents Council (DIVD1-06 Presidents' Council Agenda 2-7-20 - Final)	• Chancellor • Presidents	• Helps set administrative and institutional priorities for college work • Coordinates college efforts based on Chancellor's expectations • Provide feedback on districtwide efforts for institutional improvement
Executive Staff (DIVD1-07 Executive Staff Meeting Agenda - 4-19-21 final)	• Chancellor • District Executive Staff	• Helps set administrative and institutional priorities • Coordinates college efforts based on Chancellor's expectations

In general, Cabinet meetings address operational effectiveness and alignment between the ESC office and the colleges, while the Presidents Council focuses on overall district policy and direction, and specific college needs and support. The Chancellor also conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents (DIVD1-08 Chancellor's Retreat Winter 2022 Agenda, DIVD1-09 Chancellor's Spring Retreat 2022 Prep Videos).

The District has clearly established roles in policy that provide for the delegation of authority to college presidents for operations of the colleges (DIVD1-10 BP 6100 Delegation of Authority, Business and Fiscal Affairs, DIVD1-11 BP 7110 Delegation of Authority - Human Resources). District support for the colleges is provided by staff in the Educational Services Center (ESC), which includes the Chancellor's Offices, IT, HR, Procurement, Payroll, the Personnel Commission, Educational Programs and Institutional Effectiveness, and Budget and Planning. The District Governance and Decision-making Handbook (DIVD1-12 (District Governance Handbook) describes the roles of the ESC offices as well as all Districtwide governance committees. The Handbook includes an alignment of responsibilities for all accreditation standards. Further clarification on responsibilities is defined in Board Policies DIVD1-10 BP 6100 Delegation of Authority, Business and Fiscal Affairs and DIVD1-11)BP 7110 Delegation of Authority - Human Resourceswhich detail the procedures in all the core functions. Through these established roles, the District provides support for effective operations.

Analysis and Evaluation

The Chancellor communicates a Districtwide vision through established procedures and in action. The Chancellor supports the development of the District Strategic Plan and Board Goals to provide concrete expectations for educational excellence across all colleges. The Chancellor provides expectations on specific issues such as Racial Equity and utilizes committee structures to provide regular direction to college presidents and district executives. The District has a thoroughly defined system of responsibility that delineates the functions of the District and the colleges.

> IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Educational Service Center provides centralized support to all colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The District defines and communicates its functional divisions in the Governance Handbook (DIVD2-01 District Governance Handbook). The District developed its first functional map in 2008, and it has been widely communicated and updated since that time. In 2021, the Handbook was updated to reflect current organization and functional responsibilities and governance processes. The draft changes were vetted through governance processes to ensure an accurate reflection of functional divisions and to allow for a broad understanding of the role delineation (DIVD2-02 DPC Handbook 2021).

The District also reviews the roles of the colleges and District offices in meeting Accreditation standards. The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (DIVD2-03 Accreditation Committee Agenda 8-21-2020, DIVD2-04 Accreditation Matrix). This process ensures that college and District groups are aware of their responsibilities and are mutually working to meet standards.

In order to assure that the District is supporting the colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and regular occurring service surveys. The District has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from college groups on District support, which are used to improve service and support for colleges. The details of these evaluations are provided in Standard IV.D.7 (DIVD2-05 District Level Governance and Decision Making Assessment Spring 2021 FINAL DVID2-06 Spring 2021 District Level Governance Survey Results Final).

The District also has regular consultive processes with the faculty, staff, students, and administrative representatives (DIVD2-01 District Governance Handbook). These processes allow colleges to express concerns and make recommendations for ways in which the District can better support local efforts for serving students (DIVD2-07 Faculty Guild-Chancellor Consultation Agenda - 6-8-2020, DIVD2-08 Chancellor's DAS Exec Consultation Agenda 2021-05-11, DIVD2-09 Presidents' Council Agenda 2-7-20 - Final). Individual units within the Educational Service Center work with the constituencies that they serve to determine the effectiveness of their service.

The District has a detailed process for allocating resources to the colleges that includes an understanding of the unique needs of each college. The District has a regular evaluation of the allocation model to ensure that the model supports the colleges in achieving their missions. The cycle of review resulted in a revision of its budget allocation model in 2019 to include debt and accountability policies (DIVD2-10 Board Agenda September 4, 2019, DIVD2-11 Allocation Model, DIVD2-12 Debt Model, DIVD2-13 Accountability Model). Together these policies provide funding to colleges to meet their needs and hold colleges accountable for meeting fiscal stability standards. The details of the budget allocation model are fully described in Standard III.D.

Analysis and Evaluation

The District provides support to colleges through the divisions in the Educational Service Center. The roles of the District divisions are described in detail in the governance handbook. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support of the colleges in achieving their missions. Where the District supports functions, it holds itself accountable to the related accreditation standards as described in the accreditation matrix.

> IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has a process for allocating sufficient resources to the colleges. The Budget Allocation Model is developed and approved through District Governance (DIVD3-01 Agenda 04-23-19 ECDBC, DIVD3-02 DBC Minutes May 15 2019) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (DIVD3-03 Allocation Model). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy (DIVD3-04 Debt Model) that takes into consideration the needs of the colleges, cost controls, and accountability (DIVD3-05 Accountability Model).

The District allocation model requires 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. Use of the reserve must be approved by the Board prior to any expenditure. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue to support college projects based on local prioritization. State Apportionment Base Allocation Revenue will be utilized to establish the Deferred Maintenance fund each budget year. Colleges must set aside 1% of total college unrestricted allocation as part of the college budget to ensure

College financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. Together these funds ensure sustainability and support for college operations.

College Presidents are delegated authority to control their budgets locally to meet the needs of the college. To ensure effective controls, colleges operating at a deficit must go through a process of review by an internal Fiscal Intervention Team (FIT). These reviews require colleges to provide detailed improvement plans and include recommendations for improvement from the FIT team (DIVD3-06 DBC-Agenda and Supporting Docs Jun 9 2021). Recommendations are presented to the District Budget Committee and to the Chancellor (DIVD3-06 DBC-Agenda and Supporting Docs Jun 9 2021).

To ensure effective controls, the District also has regular periods of review through internal and external mechanisms. Colleges meet quarterly to review budgets and expenditures with the District Budget and Finance, and Educational Programs and Institutional Effectiveness offices (Colleges add their quarterly docs here as evidence). As described in detail in Standard III.C, the District also conducts annual audits to ensure compliance with local policies and procedures and makes recommendations for improvements that can lead to more effective controls (DIVD3-07 ADD 2020-2021 Audit in October when finalized).

Analysis and Evaluation
The District has an approved allocation model that focuses on providing resources to colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents and require local improvement plans for those operating in a deficit. The District has sufficient reserves to maintain operational fidelity.

> IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing district policies at their respective colleges. College presidents have full responsibility and authority to oversee campus operations as outlined by the Governance Handbook. These responsibilities include the provision of effective educational programs and student support services; comply with all accreditation eligibility requirements and standards; plan and manage operational budgets effectively and meet annual budget targets; assess the effectiveness of all college planning efforts and oversee the implementation of college bond and capital construction programs (DIVD4-01 District Governance Handbook).

College presidents also have authority over the development of their organizational structures and local hiring (DIVD4-02 AP 7120, DIVD4-03 AP 7210, DIVD4-04 AP 7230). The District fiscal accountability measures, approved by the Board, indicate that the College President is

responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year (DIVD4-05 Accountability Model). The role of the college president is also laid out in the job description provided as a part of the selection process (IVD4-01 LAHC President Job Description).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals (DIVD4-06 FORM HR E-210A LACCD College Presidents Self Assessment Evaluation Instrument). At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement (DIVD4-07 FORM HR E-210B LACCD Data Collection College President Evaluations 5-25-2017 FINAL EDIT, DIVD4-08 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor 5-25-2017 FINAL EDIT).

Analysis and Evaluation
The Chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

> IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The District has a detailed process for planning and evaluation at the district-level. These processes are defined in the District Governance Handbook (DIVD5-01 District Governance Handbook). District-level planning and decision-making is guided by the District Mission and Strategic Plan (DSP) (DIVD5-02 2018-2023 LACCD District Strategic Plan). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (DIVD5-03 2017-06-30 DPC Minutes Approve Evaluation of DSP). The evaluation showed that the LACCD experienced much growth, especially in the areas of improving learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was uneven and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and to continuing collaboration between the DPC, DRC, and District leadership.

The District Strategic Plan was approved by the Board in January 2018 (DIVD5-04 Board Agenda January 10, 2018) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to their campuses' core values and their respective planning cycles. At the time of the campuses' next planning cycle, the colleges are responsible for establishing their own strategic goals and objectives, using the DSP as a framework, according to the educational, workforce, and cultural needs of the communities they serve (DIVD5-05 2021-2026 LASC Strategic Education Master Plan Goal Alignment, DIVD5-06 WLAC EMP IESS, DIVD5-07 ELAC EMP for IESS Presentation Final). The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee (DIVD5-08 IESS Planning example) and approved by the Board as a whole (DIVD5-09 Board Agenda College Plan example). Each of the college's plans include not only alignment to the DSP goals, but also the established metrics, thereby allowing for a uniform basis for evaluation across colleges.

The District Strategic Plan includes regular evaluation of the planning process and the targeted student outcomes in the plan. Evaluations include a District Governance and Decision-Making Survey, which assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (DIVD5-10 2020-21 District-Level Governance Survey Results and Comparisons RESULTS). District level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (DIVD5-11 DBC Self-Evaluation for DBC 2019-2020 - signed, DIVD5-12 DPC Self-Evaluation Survey Results 2019). The District Strategic Plan is regularly reviewed based on the metrics established in the plan by the District Planning Committee (DIVD5-12) and presented to the Board (DIVD5-13 Update on Student Success presented at IESS 5-19-21, DIVD5-14 LACCD Award Information-5yr trend for 10-21-20 IESS).

The District Strategic Plan and the integrated college plans are used as the basis for other planning documents including the College Facilities Master Plans and the District Technology Master Plan. The college facilities master plans are driven by the college educational or strategic master plans (IVD05-01 LAHC SEMP). In this manner the facilities plans of the college are integrated by the common goals provided in the DSP. The District Technology Master Plan is driven by local plans developed to meet the colleges local educational and strategic plans. The District Technology Plan has been aligned with the DSP demonstrating the technology actions needed to support the District's goals and objectives (DIVD5-15 LACCD Innovation and Technology Plan-Final Draft).

Analysis and Evaluation
The District Governance Handbook details the District's planning and evaluation processes. The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan, through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The district also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

> IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (DIVD6-01 IESS March 2019 Agenda) and for full Board meetings in April 2019 (DIVD6-02 Board Agenda April 2019). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes (DIVD6-03 BoardDocs Committees, DIVD6-04 Sample Posting, DIVD6-05 District Academic Senate Agenda). This allows all constituents the ability to review decisions made by the Board, Academic Senate and other governance groups as they are made, search for particular topics, or review them at a later time.

The District utilizes its robust system governance committees, consultation councils, and operational groups to ensure effective and timely communication between the District and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss districtwide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups or other organizational groups. The following administrative groups represent the organizations' efforts to ensure district decisions are discussed by those impacted across all colleges.

Committee/Group	Sample Materials
Admissions and Records Committee	(DIVD6-06 A&R Agenda June 22 2021)
Chief Instructional Officers Council	(DIVD6-07 LACCD CIO Council Agenda 4-7-21)
Chief Student Services Officer Council	(DIVD6-08 CSSO Council Agenda 5-4-21)
District Administrative Council	(DIVD6-09 DAC Draft Agenda June 25, 2021)
District Adult Education Deans Committee	(DIVD6-10 Dist. AE Deans Meeting 3-19-21)
District CTE Deans Committee	(DIVD6-11 CED Deans January 2022 Meeting Agenda Final)
Financial Aid Committee	(DIVD6-12 FAC Agenda 5-6-21)

The Chancellor also meets with the academic senate, and all union groups on a regular basis to discuss operational issues and districtwide decisions (DIVD6-13 2021-06-11 DAS Exec Consultation Agenda-Zoom, DIVD6-14 AFT Faculty Union Consultation 6-14-21). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in order to ensure that information flows from the District to the colleges, as well as provide

input from the colleges to the District on important issues. The representatives of these groups report back to the colleges.

The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents (DIVD6-15 Cabinet Agenda - 3-11-2020 Final). In addition, the Chancellor meets with monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (DIVD6-16 Presidents' Council Agenda 2-7-20 - Final). College presidents are expected to relay information and decisions made to their college leadership and other constituents as needed.

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (DIVD6-17 Spring 2021 District Level Governance Survey Results Final). While the above described efforts have resulted in improvements based on previous surveys (DIVD6-18 LACCD District-Level Governance and Decision Making Assessment 2010, 2012, 2014, 2018 Comparison), the District has noted a need for continued improvement.

Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor puts out a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (DIVD6-19 June 2021 Chancellor's Monthly Report Final). In fall 2021, the District launched the quarterly Governance Update. The Update provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District (DIVD6-20 Fall Update).

Analysis and Evaluation
The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making materials and report out of actions taken. While these efforts have shown improvement, there has been a noted need to provide additional proactive communications. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor's reports and quarterly Governance Updates have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook (DIVD7-01 District Governance Handbook). This document is regularly reviewed through the District governance committees to ensure the effectiveness of role delineations and governance processes in supporting college and District operations. These evaluations occur through the regular occurring governance surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback.

The district level Governance and Decision Making Assessment Survey (DIVD7-02 2020-21 District-Level Governance Survey Results and Comparisons RESULTS) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:
- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students Organizations.
- Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits.
- Quality of district level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed).
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the district's stated goals.

The District's Educational Programs and Institutional Effectiveness division conducts, analyzes and disseminates the surveys (DIVD7-03 LACCD District-Level Governance and Decision Making Assessment 2010, 2012, 2014, 2018 Comparison, DIVD7-04 Spring 2021 District Level Governance Survey Results Final). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (DIVD7-05 DPC April 23, 2021 Spring 2021 Survey Results Discussion). As indicated in Standard IV.D.6, the evaluations noted a need to improve communication and dissemination of actions taken. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (DIVD7-06 2017-18 DPC Self-Assessment, DIVD7-07 DBC Self-Evaluation for DBC 2019-2020). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee functions.

The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services provided by the ESC and how to improve them in the future (DIVD7-08 2020-21 ESC Services Survey Results Overall). The survey seeks input common across all units that include the following questions:

1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a timely manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

These evaluations are used to improve services provided to the colleges and as part of the overall assessment of role delineation.

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the colleges. In 2018, the District began a process of evaluating Information Technology infrastructure and services (DIVD7-09 IT Evaluation Approval). The resulting evaluation provided recommendations for the improvement of IT and its support to the colleges (DIVD7-10 IT Evaluation Summary). The recommendation led to a significant shift to a centralized model of IT in an effort to support the colleges in meeting their missions (DIVD7-11 LACCD OIT Service Model - FINAL DRAFT). The District also contracted an external evaluation of Human Resources (DIVD7-12 HR Evaluation contract approval). The resulting evaluation was used to guide improvements in Human Resources to better support the colleges including improvements in policies and practices and utilizing automation and technology to increase support (DIVD7-13 HR UPDATES 2019 FINAL COPY). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the colleges and the manner in which improvements include changes in college and District role delineation.

In addition to the formal evaluation processes described above, committees and consultation groups are encouraged to bring up issues related to governance and role delineation. As an example, the Technology Policy & Planning Committee has reviewed and provided input on the changes to the IT service models (DIVD7-14 TPPC-OIT MODEL). In addition, consultation provides many opportunities to provide feedback on centralized services from a constituent perspective (DIVD7-15 AFT Faculty Consultation with the Chancellor, DIVD7-16 2021-05-11 Consultation Agenda-Zoom-Revised). Through these forms of feedback, the district can respond quickly to issues of concern and improve service to the colleges on an ongoing basis.

Analysis and Evaluation
The District has a regular process of evaluating its governance processes, committee operations and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of

concern and more immediate response to ensure effective assistance is being provided to the colleges. Evaluations are public documents, provided through the District committee structure for use in the governance process.

Conclusions on Standard IVD: Multi-College Districts or Systems

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles Region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each college. The District governance, operations and planning must balance these unique needs with the broader commitment of the District to all that it serves. As such, the District's governance recognizes the need for both collective and local efforts to achieve institutional effectiveness, promote student learning and achievement, and maintain accountability.

The District has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the District and sole employee of the Board of Trustees. Through Board Policy he is delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the college presidents and developed district-level operations to support the colleges within a consistent framework and structure. The Chancellor sets clear expectations for the college presidents and District executive staff through the regular evaluation process and provides regular communication of these expectations through Presidents Council, Cabinet, and Executive Committee meetings.

The delineation of duties between the District and colleges is defined in the Board Policies, Administrative Procedures, and in the District Governance Handbook. The roles are defined with an understanding of the shared areas of responsibility. The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. These evaluations result in changes in delineation of duties, including shifts to more standardized approaches. The most recent major change includes the adoption of a new model for centralized Information Technology support.

Integrated in the division of responsibilities is a commitment to participatory governance, with the District and the colleges engaging in activities to support individual college and districtwide planning and consultation. The District hosts multiple governance committees and engages in consultation with governance groups as defined in the District Governance Handbook. These governance processes are one tool in ensuring that planning efforts, recommendations, and decision making are communicated broadly and shared through the District's constituency-based models. The network of participatory and administrative committees includes diverse representation from all colleges to provide a venue of input into decision making and a mechanism to share information within constituent or college-based groups.

The collaboration of District- and college-level work is exemplified in institutional planning. The District has a defined process for the development of its Strategic Plan, which includes all colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all colleges. While each college develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment. The evaluation of the District Strategic Plan further establishes a common framework for accountability and assessment of success in achieving institutional goals.

District resources are guided by the Budget Allocation Model, the development of which has been an exemplar to the commitment to evaluate district and college-level needs. Created through a districtwide governance process, the model included special recognition to the needs of smaller colleges and designed a system that supported the needs of all colleges and built-in incentives for improvements in the core areas of student achievement and equity. By developing this model within a participatory governance process, the District is able to ensure that all colleges are heard and that the resulting model is equitable and widely understood.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness. There is a clear understanding that evaluation of services will be continuous and evoke the involvement of the governance and administrative committees. There is a commitment to support the mission of the District and the operations of each college.

Standard IVD Evidence List
DIVD1-01 2018-2023 LACCD District Strategic Plan
DIVD1-02 LACCD Framework for Racial Equity and Social Justice 2020
DIVD1-03 LACCD BOARD GOALS 2020 Revised
DIVD1-04 District Governance Handbook PLACEHOLDER
DIVD1-05 Cabinet Agenda - 3-11-2020 Final
DIVD1-06 Presidents' Council Agenda 2-7-20 – Final
DIVD1-07 Executive Staff Meeting Agenda - 4-19-21 final
DIVD1-08 Chancellor's Retreat Winter 2022 Agenda
DIVD1-09 Chancellor's Spring Retreat 2022 Prep Videos
DIVD1-10 BP 6100 Delegation of Authority, Business and Fiscal Affairs
DIVD1-11 BP 7110 Delegation of Authority - Human Resources
DIVD1-12 (District Governance Handbook PLACEHOLDER
DIVD2-01 District Governance Handbook
DIVD2-02 DPC Handbook 2021
DIVD2-03 Accreditation Committee Agenda 8-21-2020
DIVD2-04 Accreditation Matrix
DIVD2-05 District Level Governance and Decision Making Assessment Spring 2021 FINAL
DVID2-06 Spring 2021 District Level Governance Survey Results Final
DIVD2-07 Faculty Guild-Chancellor Consultation Agenda - 6-8-2020
DIVD2-08 Chancellor's DAS Exec Consultation Agenda 2021-05-11

DIVD2-09 Presidents' Council Agenda 2-7-20 – Final
DIVD2-10 Board Agenda September 4, 2019
DIVD2-11 Allocation Model
DIVD2-12 Debt Model
DIVD2-13 Accountability Model
DIVD3-01 Agenda 04-23-19 ECDBC
DIVD3-02 DBC Minutes May 15 2019
DIVD3-03 Allocation Model
DIVD3-04 Debt Model
DIVD3-05 Accountability Model
DIVD3-06 DBC-Agenda and Supporting Docs Jun 9 2021
DIVD3-07 ADD 2020-2021 Audit in October when finalized PLACEHOLDER
DIVD4-01 District Governance Handbook
DIVD4-02 AP 7120
DIVD4-03 AP 7210
DIVD4-04 AP 7230
DIVD4-05 Accountability Model
DIVD4-06 FORM HR E-210A LACCD College Presidents Self Assessment Evaluation
Instrument
DIVD4-07 FORM HR E-210B LACCD Data Collection College President Evaluations 5-25-
2017 FINAL EDIT DIVD4-08 FORM HR E-210C LACCD Summary Evaluation of College
President Academic Vice Chancellor 5-25-2017 FINAL EDIT
DIVD5-01 District Governance Handbook
DIVD5-02 2018-2023 LACCD District Strategic Plan
DIVD5-03 2017-06-30 DPC Minutes Approve Evaluation of DSP
DIVD5-04 Board Agenda January 10, 2018
DIVD5-05 2021-2026 LASC Strategic Education Master Plan Goal Alignment
DIVD5-06 WLAC EMP IESS
DIVD5-07 ELAC EMP for IESS Presentation Final
DIVD5-08 IESS Planning example
DIVD5-09 Board Agenda College Plan example
DIVD5-10 2020-21 District-Level Governance Survey Results and Comparisons RESULTS
DIVD5-11 DBC Self-Evaluation for DBC 2019-2020 – signed
DIVD5-12 DPC Self-Evaluation Survey Results
DIVD5-13 Update on Student Success presented at IESS 5-19-21
DIVD5-14 LACCD Award Information-5yr trend for 10-21-20 IESS
DIVD5-15 LACCD Innovation and Technology Plan-Final Draft PLACEHOLDER
DIVD6-01 IESS March 2019 Agenda
DIVD6-02 Board Agenda April 2019
DIVD6-03 BoardDocs Committees
DIVD6-04 Sample Posting
DIVD6-05 District Academic Senate Agenda
DIVD6-06 A&R Agenda June 22 2021
DIVD6-07 LACCD CIO Council Agenda 4-7-21
DIVD6-08 CSSO Council Agenda 5-4-21
DIVD6-09 DAC Draft Agenda June 25, 2021