Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

August 2022

LAHC
LOS ANGELES HARBOR COLLEGE

Education Changes Everything!

Institutional Self-Evaluation Report

**In Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Los Angeles Harbor College
1111 Figueroa Place, Wilmington CA, 90744

to

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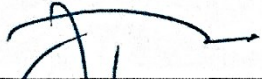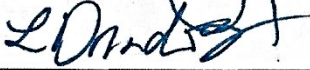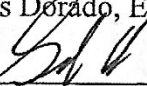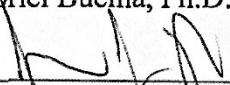Western Association of Schools and Colleges

August 2022

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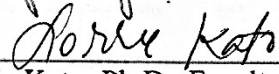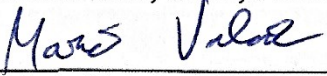
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Luis Dorado, Ed.D.
Los Angeles Harbor College
1111 Figueroa Place, Wilmington, CA 90744

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

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

Signatures:

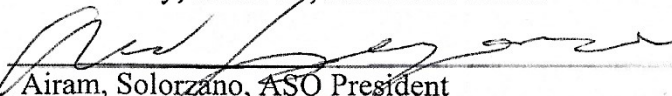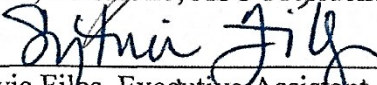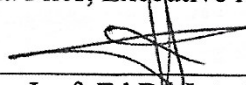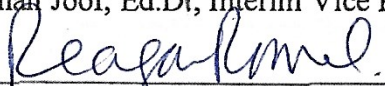|	
	July 6, 2022
Francisco C. Rodriguez, Ph.D., LACCD Chancellor	Date
	July 6, 2022
Luis Dorado, Ed.D., LACCD Board of Trustees President	Date
	July 6, 2022
Gabriel Buelna, Ph.D., LACCD Board of Trustees President	Date
	July 6, 2022
Juan Baez, Interim Vice President, Academic Affairs & ALO	Date
	July 6, 2022
Lorrie Kato, Ph.D., Faculty Accreditation Co-Chair	Date
	July 6, 2022
Mario Valadez, AFT1521 Chapter President	Date
Van Paul Chaney	July 6, 2022
Van Chaney, President, Academic Senate	Date
	July 6, 2022
Airam, Solorzano, ASO President	Date
	7-6-22
Sylvia Files, Executive Assistant, Classified Representative	Date
	7/6/22
Henan Joof, Ed.D., Interim Vice President, Student Services	Date
	July 6, 2022
Reagan Romali, Ph.D, Vice President, Administrative Services	Date

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Introduction

Los Angeles Harbor College

Education Changes Everything!

A. Introduction

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History of Los Angeles Harbor College

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Education Changes Everything! Los Angeles Harbor College has embraced the spirit of this life-changing phrase for the past 72 years. The College has strong connections to the community it serves, is readily responsive to the needs of its diverse student population and recognizes that each student is an individual with a distinct educational goal. Over the years, Harbor College has created a *Seahawk family tradition*—often, faculty members teach the children and grandchildren of former students, and many faculty and staff themselves are Harbor College alumni. Harbor College prides itself for being a safe home away from home for students. In fact, some members of the community refer to it as the *Hidden Gem of the South Bay*.

Established in 1949, Harbor College is one of the nine colleges in the Los Angeles Community College District (LACCD), the largest district in the State spanning over 882 square miles.

Harbor College is located at 1111 Figueroa Way in the city of Wilmington. By 1963, the campus grew to include five buildings, including the Seahawk Center—the student activity hub. The College was first known as "Harbor Tech" and then as "Harbor Junior College" before adopting its present name in 1965. The initial enrollment totaled 650 students, mostly male and mostly from nearby San Pedro High School. By 1965, the College had grown to approximately 5,000 students.
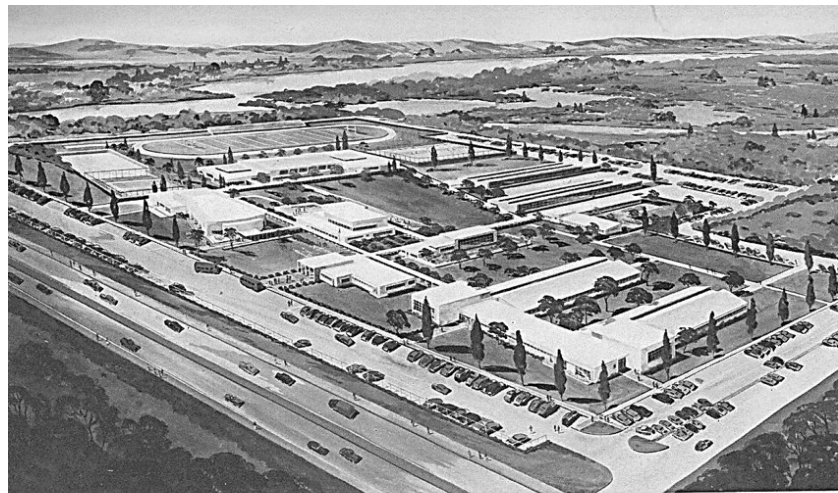
Architectural rendering of the new Los Angeles Harbor Junior College from 1949.

Over the next 30 years, the campus grew to house more than 10 instructional, student services, and administration buildings. In 2000, the Los Angeles Community College District adopted the largest facilities construction bond issued in the history of the district. With this support, the College renovated the Fine Arts, Theatre, Nursing, and Music buildings and constructed the Northeast Academic Hall, Student Services and Administration building, central plant buildings, the PE/Wellness Center, the Child Development Center, the Science Complex, the Technology building, and the Library and Learning Resources building.

The new Student Union, opened in 2019, is the most recent building added to the campus footprint. The campus is also the home of the Dr. Richard A. Vladovic Harbor Teacher Prep Academy Middle College High School (aka HTPA), which opened new facilities in 2018 after operating for 16 years in bungalows. A new Southeast Hall, set to open in 2026, will house the nursing program, health center, the Equity Village, and several student support service offices.

In spring of 2020, Harbor College was faced with unprecedented challenges due to the COVID-19 pandemic. Within a matter of weeks, Harbor's faculty, staff, administration, and students rose to the challenge and as a team, fully transitioned to distance education learning. To ensure students had the necessary assistance during this unique time, student support services, including counseling, special programs and services, financial aid, and equity programs were each transitioned to a fully virtual format. With strong leadership in place, faculty and staff spent endless hours training faculty and assisting students in adjusting to the abrupt change in environment. In the end, all 709 courses offered in spring of 2020 that were not already distance education courses were fully transitioned online, allowing students to continue making progress towards their educational goals.

Given the transition to a virtual environment, and with increased training opportunities in online pedagogy and instruction, high-quality educational courses remained online throughout the 2020-2021 academic year. Spring of 2021 culminated with a virtual graduation in combination with a drive through ceremony, with hundreds of students participating in both events. Acknowledging the struggles students faced during the pandemic, in fall of 2021, 30 percent of courses returned to face-to-face learning, with plans to increase this number to 50 percent during Fall 2022.

Today, Harbor College enrolls approximately 12,000 students per year serving ten area high schools at a single campus location, approximately 20 miles south of downtown Los Angeles and a few miles from the Port of Los Angeles. With 60 percent of students identifying as Hispanic, the College is designated as a Hispanic Serving Institution. Nearly 65 percent of the students are 24 years or younger, and approximately 55 percent of incoming students indicate their educational goal is to transfer to a four-year university. The college now employs 86 faculty, 135 staff, and 11 administrators. Educational offerings have increased to meet the ever-changing needs of the community. The College offers 24 Associate Degrees for Transfer, 71 Certificates, and 39 AA/AS degrees. In 2019-2020, the number of transfer degrees awarded totaled 356 and students earned nearly 1,500 AA/AS degrees. In the same academic year, students earned 691 skills certificates.

Service Area

Los Angeles Harbor College prides itself for being the college of choice for the nearly 400,000 residents of Carson, Harbor City, Gardena, Lomita, San Pedro, Wilmington, and the cities located in the Palos Verdes Peninsula. Demography, poverty level, median household income, educational attainment, and other characteristics vary greatly across the communities in the service area. Approximately two-thirds of the service area is located in the 15th City Council District of Los Angeles (Harbor City, Harbor Gateway, San Pedro, and Wilmington). According to the American Community Survey by the US Census Bureau, the total estimated population in Los Angeles City Council District 15 is almost 270,000.
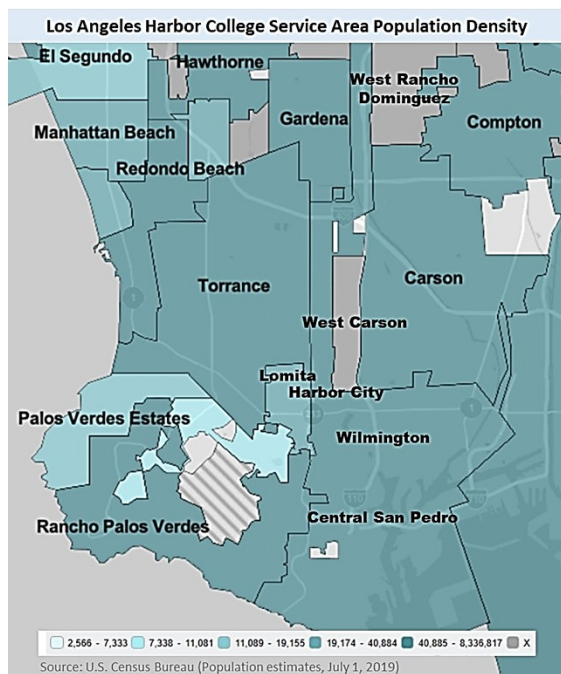
Approximately 24.7% of District 15 residents live below the poverty level, 32.4% are not high school graduates, and 12.9% speak limited English. The median household income for the 15th District of Los Angeles is $46,423 compared to an average of $56,196 in Los Angeles County. It is estimated that 83 percent of eligible public-school students qualify for free or reduced priced meals.

The large range of diversity in socio-economic status within the service area is also evident in the data revealing the median household income in the Palos Verdes area at $150,135 is almost three times that of the Wilmington area at $55, 847. In the cities located in the Palos Verdes Peninsula, 3.3% live below the poverty level and 99.3% are college graduates. However, the bulk of the Harbor College students come from District 15, with residents of Palos Verdes making up only approximately 3% of the total student enrollment.

Diversity of the community is also evident in the ethnic/racial demographics of the Los Angeles City Council District 15 (see chart). In terms of highest level of educational attainment among adults 25 years and older in District 15, 17% have a bachelor's degree or higher, 27% have attended some college, 25% are high school graduates, and 31% report educational attainment of less than high school.
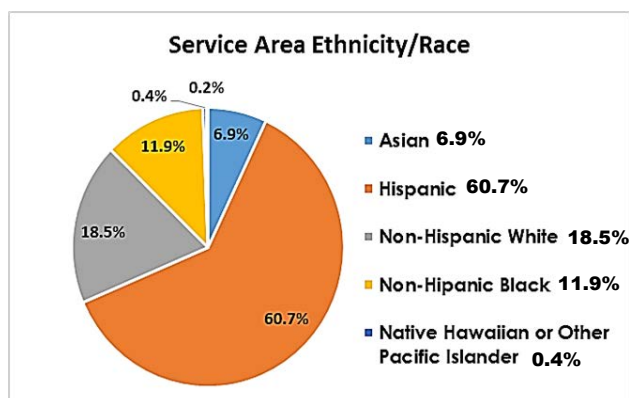
Major Developments since the 2016 Self-Evaluation
Leadership
In January 2021, after six and a half years under the leadership of Dr. Otto Lee (July 2014 to December 2020), Harbor College welcomed new Interim President, Dr. Luis Dorado, who had been serving as the College's Vice President of Student Services for the five years prior to the appointment. Dr. Dorado was made the permanent president during the Spring 2022 semester. Due to an early retirement incentive, both the Vice President of Administrative Services (VPAS) and Academic Affairs (VPAA) retired during 2021. In June of 2021, a permanent VPAS was hired, and in February of 2022, a permanent VPAA was brought on board. Additionally, an interim Vice President of Student Services was hired to backfill Dr. Dorado and a hiring process is currently underway for a permanent hire. Each member of the current senior leadership team is a long-time administrator from within the district. Leadership at the District level has been stable since the last self-evaluation as Dr. Francisco Rodriguez continues his tenure as chancellor, which began in 2014.

New Campus Environment
In 2019, the campus celebrated the opening of the new Student Union. The two-story building is home for the cafeteria, business office, bookstore, Associated Student Organization, the culinary

program, and the Bistro Café—a restaurant training facility for the culinary students. The 60,000 square foot building provides facilities for hosting large events and conferences and provides spaces for students to gather. The transformation of the campus was completed with the razing of three old buildings and the creation of the new "central greens" quad area.

Instructional and Support Services Programs
Since the 2016 self-evaluation, many new instructional and support programs have been created, and others bolstered to promote success for Harbor College students. These programs include:
- **Los Angeles College Promise:** The Los Angeles College Promise (LACP) removes financial, academic, and personal obstacles for students beginning their college education. It seamlessly transitions graduating high school students and those with no prior college credits to their first year as Harbor College students, leading to higher college completion rates, enhanced social mobility and equity for students, and to create a more robust local economy. Through LACP, participating students receive one year of free, full-time enrollment. Students also benefit from a Virtual Summer Orientation to prepare them for college and aid with completing financial aid forms. Over 4,000 students have participated in the LACP program at Harbor College since it started in fall 2017.
- **Guided Pathways:** The Los Angeles Harbor College Guided Pathways Committee was formed to bring together key campus stakeholders to re-imagine and comprehensively redesign an integrated, institution-wide approach to the LAHC student experience. This

effort involves reshaping the college as an equitable institution that uses a student-centered approach and sees the institution through a student lens. This redesign engages the college as an inquiry-based community and creates structured educational experiences that support each student from point of entry to attainment of high-quality post-secondary credentials and careers. In fall 2021, the College launched its Program Mapper website to help students make pathway decisions. Six Transfer, Career, and Academic Pathways (TCAPS) are included in the Program Mapper. It is a visual representation of Harbor's catalog (degrees, certificates, and course descriptions) and shows a term-by-term sample pathway. Program Mapper also includes information on occupations and careers commonly associated with each program, typical wages, and the labor market demand for California.

- **Adult Education:** The College recognized, via a review of enrollment data in adult education, that growth in this area was needed to ensure it was meeting the needs of the community. In 2017, the College hired an Adult Education dean and since then, enrollment in adult education at Harbor College has experienced significant growth. More than 60 noncredit courses were added to the program, including 15 new Certificates of Completion in areas such as Bookkeeping, QuickBooks, Culinary, Emergency Medical Technician Preparation, Warehousing/Distribution, and International Marketing. Also added was a Certificate of Competency in ESL, and ESL Civics/Citizenship, GED, and College Readiness classes (math, reading, and writing). Adult education enrollments at the College jumped by nearly 1,200 in 2019-2020 compared with the 2018-2019 academic year. While COVID caused a decrease in enrollments in the 2020-2021 academic year, the College expects enrollments will again increase over the next five years.

- **Equity Village:** The College, recognizing the need to serve its diverse student population and reviewing data that demonstrated students in equity success groups retain and complete at higher rates, created an Equity Village in 2019. The Village consists of centralized student success centers for programs that meet the needs of specific student populations. The College is thoroughly committed to the Equity Village and is including it in plans for the new Southeast Hall building that will open in 2026. These centers include:
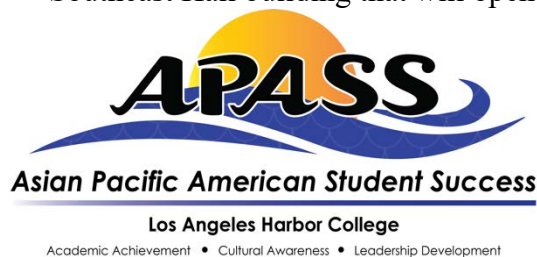
Asian Pacific American Student Success (APASS) supporting Asian American and Pacific Islander students in pursuit of their academic success through early intervention and effective support services by providing culturally relevant, student-centered services that support success. In 2021, APASS served over 100 students.

Umoja, serving 131 students in 2020-2021, is a community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students. Umoja offers students a dedicated counselor, cohort courses, women's support group, free student leadership conferences, and Historically Black College and University (HBCU) tours, along with a dedicated space for students to meet, study, and seek support.

The Dream Resource Center is committed to creating access and increasing retention of undocumented students at Harbor College. The goal is to increase awareness of programs and resources available to undocumented students.

The Harbor College Puente Project is an academic, counseling, and mentoring program that supports students in building the skills necessary for success in both academic and career goals. Students enrolled in the Puente program work closely with their counselor, English instructor, and mentor to prepare them for transfer to four-year universities with 350 students participating in the program in the last 10 years.

- **Veterans:** The goal of the Veterans Center is to maximize student retention and promote program completion and success for veteran students and military affiliated families. The Center serves as a safe zone for nearly 140 students a semester and provides support and resources including access to computers and printing, laptops and iPads, books and supplies, Wi-Fi, and refreshments. The Veteran Center also includes assistance with many Veteran programs such as housing, mental health, active-duty tuition, and financial aid/scholarships.

- **Basic Needs Center:** In the spring of 2020, the Maslow Center for Basic Needs opened on the LAHC campus. The purpose of the Center is to assist students who are struggling to have their basic needs met. Through partnerships with local Los Angeles County agencies and non-profits, the LAHC Basic Needs Center is equipped to address a multitude of student issues. Some of the needs the center addresses are housing insecurity, food insecurity and clothing needs. In addition, students can access limited case management services and information regarding on and off campus resources. The Center was forced to close its physical facility during COVID, however, it continued to serve students virtually and through drive-by distribution events. Since then, more than 2,000 students have been provided food bags, grocery cards and gas cards through on-campus drive-by events.

- **CAFYES NextUp:** The NextUp program, also known as CAFYES (Cooperating Agencies Foster Youth Education Support), strengthens the capacity of Harbor College to support the higher education success, health, and well-being of the former foster youth enrolled at the College. As a supplemental component of Extended Opportunity Programs and Services (EOPS), NextUp students are provided specialized counseling and mentoring, augmented book awards, cash grants, meal vouchers, transportation assistance, specialized workshops, college fee waivers, resource referrals, and access to the Harbor College food bank. The program, started in spring 2016, has served nearly 200 students to date.

- **New USC Partnership for Student Empowerment:** In fall 2019, Harbor College partnered with USC to create the Higher Education Leadership Empowerment Network—the HELEN Program. The program is designed to empower community students through the development of leadership skills and an understanding of professional networking. HELEN sessions focus on timeless lessons of leadership from classical literature that are relevant in the modern world of globalization and technological achievements. The objective is for students to develop self-confidence and commitment to follow through and achieve their career goals by transferring to a four-year university. Since the HELEN program's inaugural 2020-2021 academic year, it has served over 50 students.

Award Winning Programs

Women's Cross Country Champions: Since the 2016 ISER, the Harbor College Women's Cross Country team has dominated the competition. The team earned the State Championship in 2018 along with the Southern California Championship and was back-to-back-to-back South Coast Conference Champions in 2017, 2018, and 2019. One team member, Brenda Rosales-Coria, earned the Individual State Champion title in 2018.

2019 Culinary Cup Champions: In May 2019, Harbor College culinary students won the inaugural LACCD Culinary Cup, a daylong cooking competition between the three culinary programs in the district. Top chef students and their instructors from L.A. Trade, L.A. Mission, and L.A. Harbor colleges competed in three categories—Savory, Baking, and Table scaping. Local professional chefs from the Chef de Cuisine Association of California, Los Angeles

Chapter observed and graded the cooking competitions for taste sensation, presentation, and kitchen *esprit de corps* and clean up. A live audience observed the competition, which was held in Harbor's new culinary arts educational facility. The 2020/2021 competition was postponed due to the COVID virus, and Harbor took second place during the 2021/2022 competition.

Nursing Program: The Harbor College Nursing Program holds an optional national accreditation from the Accreditation Commission for Education in Nursing (ACEN). The program has been accredited by ACEN since 1995, with the next visit scheduled in 2026. The Nursing Program continues to earn state and national recognition for its outstanding student success. The Registered Nursing Organization named Harbor College's nursing program one of the Top 5 in California in 2021, the third time in recent years the program has earned this recognition. The California Board of Registered Nursing named the program "Best 15 LVN to RN Programs in California 2021." The Associate Degree Nursing Program was named as a 2018 Silver Workforce Star by the California Community Colleges Chancellor's Office. Harbor attained threshold outcomes on two (out of three) metrics used: 152 percent increase in earnings for students who were last enrolled in 2015- 2016 and 100 percent of students are employed in a related field of study, for students who were last enrolled in 2014-2015. And, in fall 2019, the nursing program was featured on PBS: "Inside California Education Cultivating Compassion: Earning a Nursing Degree."

Student Enrollment Data

Since the last self-evaluation, student enrollment data reveals a downward trend from 13,023 to 12,063 until 2019-2020 when it rose by more than 500 students. With the onset of the COVID pandemic, however, the College realized a decrease in enrollments during the 2020-2021 academic year. Given this recent decrease in enrollments, LAHC has focused more resources on actively recruiting students in the community, offering more diversity in course formats (e.g., more distance education and hybrid courses, adding 5, 8, and 12-week courses to the schedule), and innovating its programs and curriculum to meet student and labor market demand.

Trend in Unduplicated Enrollment by Academic Year

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
13,023	12,848	12,063	12,647	11,648
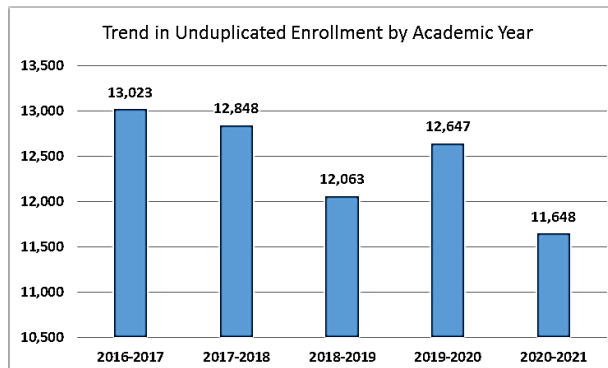
Source: California Community Colleges Chancellor's Office

Full-time equivalent students (FTES) had decreased in 2018-2019 but had started to increase until the onset of the pandemic. While non-credit offerings had also increased in 2019-2020 earning 87.69 FTES, in 2020-2021 it dropped to 62.09. Nevertheless, in 2020-2021 only 0.1% of the College FTES were earned for non-credit enrollment.
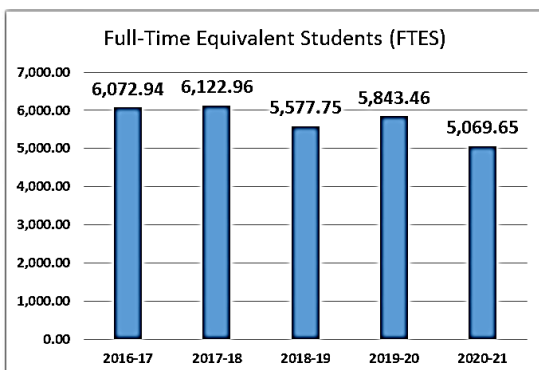
Full-Time Equivalent Students (FTES)

2016-17	2017-18	2018-19	2019-20	2020-21
6,072.94	6,122.96	5,577.75	5,843.46	5,069.65

Source: California Community Colleges Chancellor's Office

Credit and Non-Credit FTES

	2016-17	2017-18	2018-19	2019-20	2020-21
Non-Credit FTES	87.45	50.44	57.42	87.69	62.09
Credit FTES	5,985.49	6,072.52	5,520.33	5,755.78	5,007.56

Credit FTES ■ Non-Credit FTES
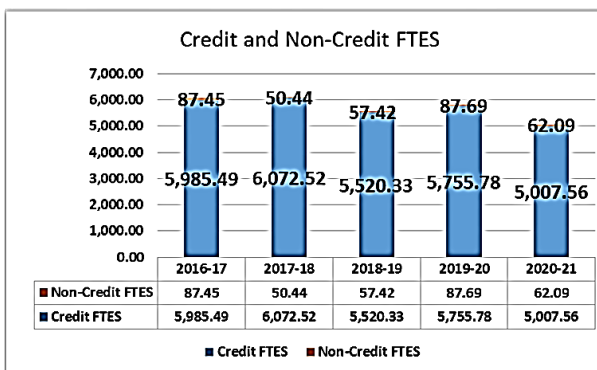
Source: California Community Colleges Chancellor's Office

The vast majority of LAHC students attend college part-time. In fall of 2020, the number of students enrolled in 5.9 units or less increased from 34.20% in fall 2019 to 41.40% in fall 2020, along with the number of full-time students decreasing from 29.30% fall of 2019 to 21.60% in fall of 2020. This increase is likely due to the increased socio-economic challenges students faced during the pandemic. Years prior, approximately 30% of students were enrolled full-time (12 units or more) versus 70% enrolled part-time.

Unit Load

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Non-Credit Only	2.30%	1.60%	3.20%	3.70%	2.50%
5.9 Units or less	29.40%	33.10%	34.20%	34.20%	41.40%
6.0 to 11.9 units	40.20%	35.30%	34.20%	32.80%	34.50%
12.0 units or more	28.10%	30.00%	28.40%	29.30%	21.60%

■12.0 units or more ■6.0 to 11.9 units ■5.9 units or less ■Non-credit Only
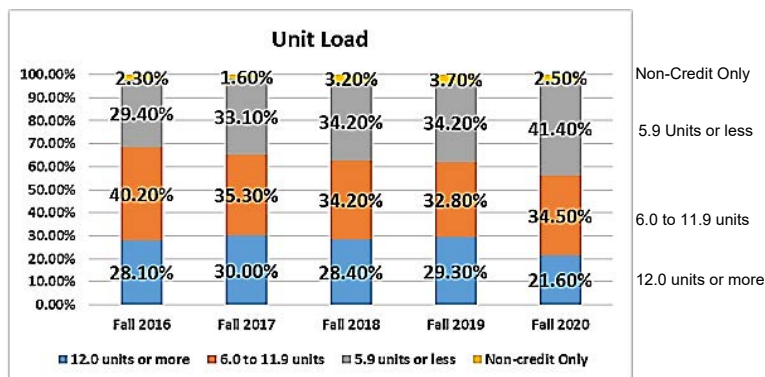
Source: LAHC office of Institutional Effectiveness

Educational Goal	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Career/Workforce	11.00%	1.60%	9.50%	9.40%	9.90%
College Prep	3.40%	0.90%	5.60%	7.20%	8.00%
Complete Credits to Meet 4-Year College Requirements	4.50%	2.00%	4.50%	4.10%	4.30%
Transfer to 4-Year	59.30%	79.60%	55.80%	55.80%	55.30%
Two-Year AA Without Transfer	7.90%	11.30%	7.80%	6.10%	6.50%
Undecided	12.10%	0.30%	13.30%	13.20%	12.10%
Other	1.90%	4.30%	3.40%	4.20%	3.80%

Source: LAHC Office of Institutional Effectiveness
Note: Fall 2014-2016 Educational Goal extracted from LACCD Student Information System. Fall 2017 Educational Goal extracted from PeopleSoft on 11-2-2018. Fall 2018-2021 Educational Goal extracted from PeopleSoft SYS_PS_CES_STDNT_ATTR and SYSADM_PS_STDNT_ATTR_VAL, on 4-8-2020 for Fall 2018-2020 and on 7-22-2021 for Fall 2021.

The educational goal of over 55% of students at LAHC is to transfer to a 4-year college. While the number of students pursuing other educational goals (see chart) has remained relatively consistent, the College has seen a 7% increase from 2017-2020 in students whose goal is college preparation.

While there is a wide range of diversity in the economic background of LAHC students, most are low-income and rely on financial aid to support their educational journey. In 2019-20, 73% of students received some form of financial aid.

Given that 24.7% of students in a large portion of LAHC's service area live below the poverty level, Harbor is committed to removing financial barriers by awarding financial aid, offering academic and support programs that provide the skills necessary for social mobility,

Total College Amount of Financial Aid Awarded

2015-2016: $18,107,544
2016-2017: $16,080,179
2017-2018: $15,281,814
2018-2019: $15,588,254
2019-2020: $15,928,329

Source: California Community Colleges Chancellor's Office

and providing support through services such as those provided by LAHC's Maslow Center for Basic Needs and the Los Angeles Harbor College Promise program. In the last several years, LAHC students have received $15-16 million annually in financial aid in the form of Grants (e.g., Cal Grants, Full-time Student Success Grants, Pell Grants, and Supplemental Educational Opportunity Grants), Loans, Scholarships, and Work Study, down from 18 million in 2015-16.
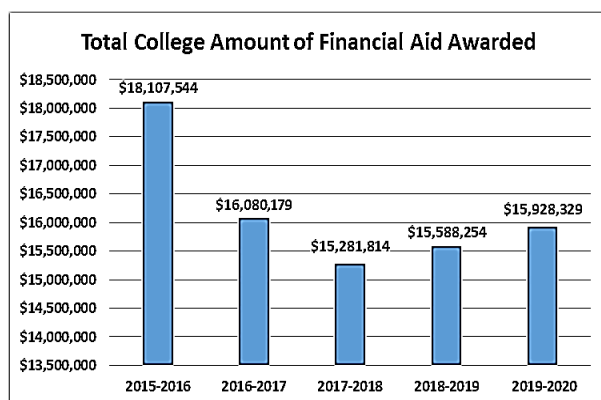
Financial Aid	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cal Grant B	523	624	606	511	622	654	649
Calif. College Promise - Method B	6,269	6,087	5,714	5,408	5,478	4,405	4,570
Calif. College Promise - Method C	2,191	2,236	2,250	2,217	2,290	2,181	2,185
Full-time Student Success Grant			407	370	389		0
Pell Grant	4,113	3,939	3,488	2,900	2,445	2,411	2,578
SEOG (Supplemental Educational Opportunity Grant)	427	438	700	381	295	456	277
Source: California Community Colleges Chancellor's Office Data Mart (https://datamart.cccco.edu/DataMart.aspx), extracted on 8-13-2021.							

Labor Market Data

According to the State of California Employment Development Department (EDD), in California the fastest projected job growth from 2018-2028 will include: solar photovoltaic installers (65.4%), occupational therapy assistants (42.3%), statisticians (40.7%), physician assistants (34.2%), and information security analysts (32.7%). In Los Angeles County, the occupations with the fastest job growth are: personal care aides, rail transportation workers, other personal care and service workers, statisticians, and occupational therapy aides (see chart below).

Occupations with Fastest Job Growth (% change) for Los Angeles County		Employment		Employment Change	
Occupation	Estimated Year - Projected Year	Estimated	Projected	Number	Percent
Personal Care Aides	2018 - 2028	203,170	297,260	94,090	46.3
Rail Transportation Workers, All Other	2018 - 2028	100	140	40	40
Other Personal Care and Service Workers	2018 - 2028	261,140	360,130	98,990	37.9
Statisticians	2018 - 2028	1,070	1,470	400	37.4
Occupational Therapy Assistants	2018 - 2028	400	530	130	32.5

Source: State of California Employment Development Department

High wage occupations in 2021 were: psychiatrists, obstetricians and gynecologist, and surgeons followed by physicians/ophthalmologists, and chief executives. The highest wage occupations in 2021 in Los Angeles, Long Beach, and Glendale were: anesthesiologists, orthodontists, psychiatrists, chief executives, and physicians and ophthalmologists (see charts for median hourly wages).

High Wage Occupations for Los Angeles - Long Beach - Glendale		
Occupation	Year	Hourly Mean
Anesthesiologists	2021	$149.29
Orthodontists	2021	$128.68
Psychiatrists	2021	$126.38
Chief Executives	2021	$118.44
Physicians, All Other; Ophthalmologists, Except Pediatric*	2021	$114.13

Source: State of California Employment Development Department

High Wage Occupations for California		
Occupation	Year	Hourly Mean
Psychiatrists	2021	$120.18
Obstetricians and Gynecologists	2021	$115.57
Surgeons, Except Ophthalmologists*	2021	$112.54
Physicians, All Other; Ophthalmologists, Except Pediatric*	2021	$110.96
Chief Executives	2021	$106.34
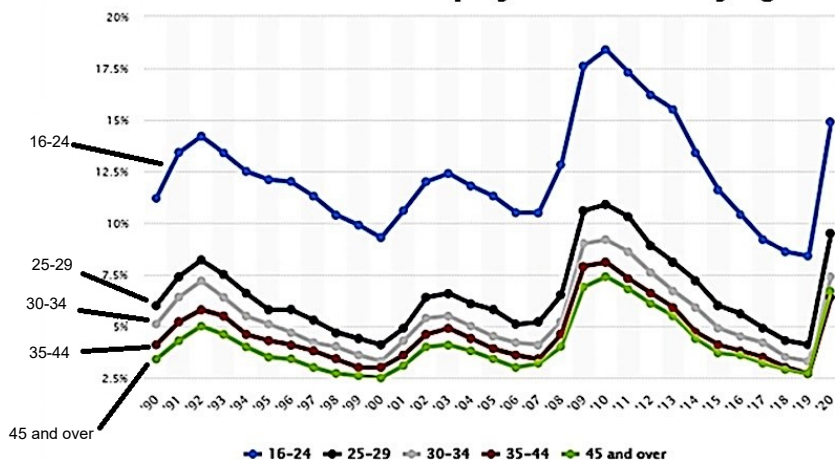
Source: State of California Employment Development Department

While unemployment rates were trending downward before the COVID-19 pandemic, it started to trend upward during 2020, especially for those ages 16-24. In 2020, unemployment rates in California for those ages 16-24 was at 14.9% (compared to the state of California at 10.1%), 9.5% for 25–29-year-olds, 7.4% for 30–34-year-olds, 6.4% for 35-44-year-olds, and 6.7% for those 45 and older.

Source: State of California Employment Development Department

Demographic Data

While LAHC students come from diverse ethnic/racial backgrounds, the five-year trend shows that approximately 60% of the student population enrolled at LAHC identify as Hispanic. Based on a high percentage of full-time equivalent Hispanic students, the College is designated as a Hispanic Serving Institution (HSI).

Ethnicity/Race of Los Angeles Harbor Students

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Other/Unknown	6.00%	15.20%	7.20%	7.20%	7.10%
African American	9.90%	9.70%	8.80%	9.80%	8.90%
White	11.90%	12.50%	11.00%	10.90%	11.40%
Asian/Pacific Islander	12.80%	4.90%	12.50%	12.30%	11.90%
Hispanic/Latino	59.40%	57.70%	60.50%	59.80%	60.70%

Source: LAHC Office of Institutional Effectiveness
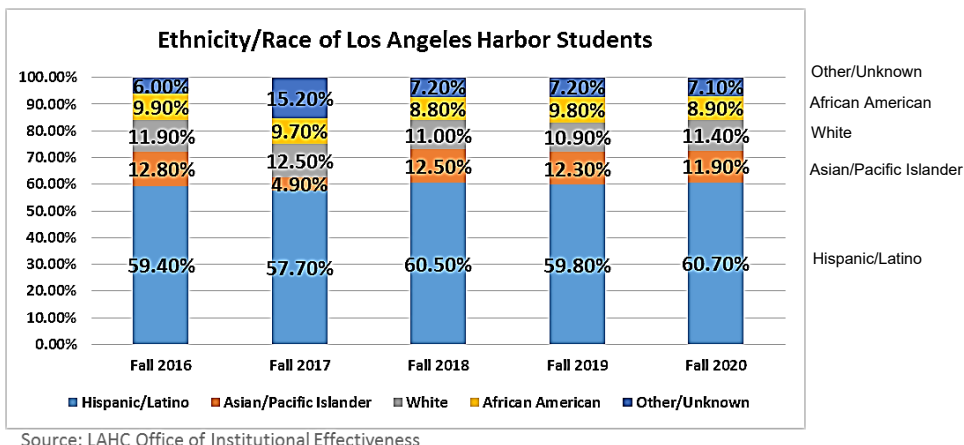
LAHC students come from diverse educational backgrounds. In fall of 2020, the majority of students were continuing students at 67%, followed by first-time students at 12%, Special Admit students at 11%, and smaller numbers of returning students (4%) and first-time transfer students (4%). Data was uncollected/unreported for 2% of students.

Status

	2016	2017	2018	2019	2020
Special Admit Student	571	449	964	839	860
Uncollected/Unreported	31	43	267	303	177
Continuing Student	5,635	6,175	5,347	5,045	4,878
Returning Student	571	471	320	358	546
First-Time Transfer Student	516	243	469	528	365
First-Time Student	1,814	1,474	1,260	1,278	941

Source: LAHC Office of Institutional Effectiveness
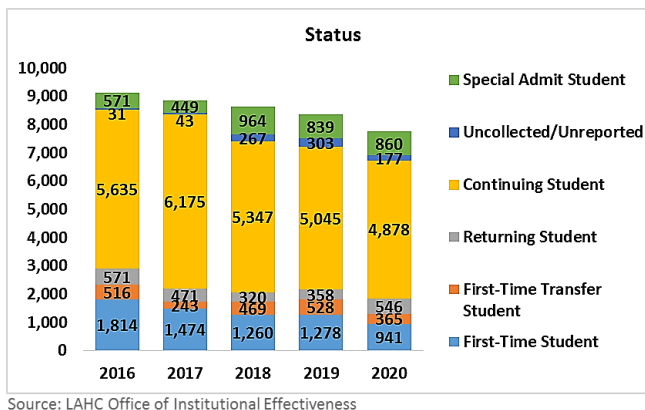
The age and gender of students over the past five years have remained relatively consistent. Nearly 65% of LAHC students are 24 years or younger, about 20% are between the ages of 25-35, and less than 15% are over the age of 35. Females, at approximately 60%, have consistently outnumbered males (40%). LAHC has focused on increasing enrollment of the number of males at the College by forming committees such as the LAHC's Men of Color Initiative, bringing faculty, staff, and students together to find ways to bridge this gap.

AGE TREND

Legend: Under 20, 20 to 24 years old, 25 to 34 year old, 35 and over

Gender

	Female	Male	Unknown
2020	61.60%	38.20%	0.10%
2019	59.90%	39.90%	0.10%
2018	59.30%	40.60%	0.10%
2017	58.80%	41.20%	0.00%
2016	58.50%	41.50%	0.00%

Source: LAHC Office of Institutional Effectiveness
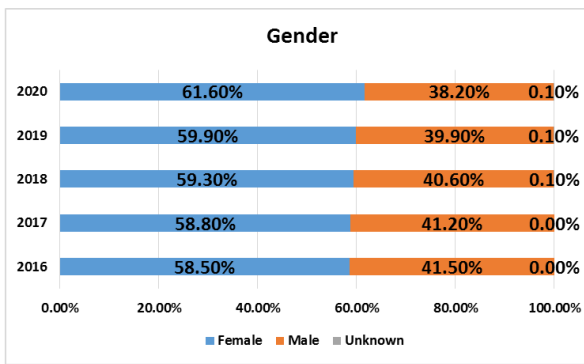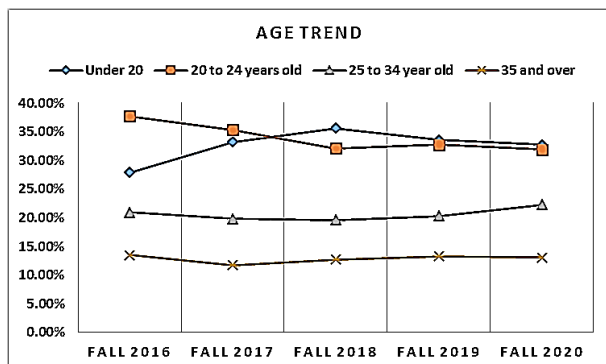
Socio-economic Data

The diversity in socio-economic status can be seen most clearly in the large range in median household income across the cities within LAHC's service area, ranging from $55,845 to $194,543. It is important to note that only approximately 3% of LAHC students come from the cities of the Palos Verdes Peninsula. Many of LAHC's students come from Los Angeles Council District 15, including the cities of Harbor City, San Pedro, and Wilmington. A report published by the County of Los Angeles Public Health Department in 2018 reported median incomes levels at $46,423 for Los Angeles City Council District 15 compared to $56,196 in Los Angeles County and $80,440 in California.

Cities within LAHC's Service Area	Population Est. 2019	Median Household Income	Poverty
Carson	95,558	$82,305	8.70%
Gardena	58,829	$58,447	13.70%
*Harbor City	39,697	$68,336	15.90%
Lomita	20,541	$71,505	10.50%
Palos Verdes Estates	13,438	$194,543	5.90%
Rancho Palos Verdes	41,643	$134,557	4.10%
*San Pedro	82,731	$73,663	20%
*Wilmington	113,922	$55,854	20.80%

Source: US Census Data/American Community Survey (ACS) 2019
*indicates the city lies within the Los Angeles City Council District 15

The Federal Poverty Level is a measure of income level issued annually by the U.S. Department of Health and Human Services. Poverty levels in the LAHC service area ranged from a low of 4.10% to a high of 20.80%. However, many of LAHC's students come from Los Angeles Council District 15, including the cities of Harbor City, San Pedro, and Wilmington. These cities had the highest poverty levels by comparison in the service area with Harbor City at 15.90%, San Pedro at 20%, and Wilmington at 20.80%. The percentage of people living in poverty in San Pedro and Wilmington was significantly higher than in the State of California at 11.8%, yet still higher than the poverty rates reported in Los Angeles County at 18.0% (Census Data, American Community Survey 2015-2019).

LAHC's top five feeder high schools include Carson Senior High, Nathaniel Narbonne Senior High, Phineas Banning Senior High, Rancho Dominquez Preparatory, and San Pedro High School. Students eligible for free or reduced-price meals range from 59.60% at San Pedro High School to 93.30% at Phineas Banning Senior High, further indicating that the vast majority of LAHC students come from low-income families and are in need of substantial socio-economic support.

20-21 Unduplicated Student Poverty – Free or Reduced Price Meals Data 2020–2021						
School Name	School Type	Enrollment (K-12)	Free Meal Count (K-12)	Percent (%) Eligible Free (K-12)	FRPM Count (K-12)	Percent (%) Eligible FRPM (K-12)
Carson Senior High	High Schools (Public)	1,469	984	67.00%	1,127	76.70%
Nathaniel Narbonne Senior High	High Schools (Public)	1,941	1,426	73.50%	1,564	80.60%
Phineas Banning Senior High	High Schools (Public)	2,490	2,189	87.90%	2,323	93.30%
Rancho Dominguez Preparatory	K-12 Schools (Public)	742	506	68.20%	551	74.30%
San Pedro Senior High	High Schools (Public)	2,736	1,472	53.80%	1,630	59.60%

Source: Caifornia Department of Education at https://www.cde.ca.gov/ds/ad/filessp.asp

Sites

Los Angeles Harbor College does not offer more than 50% of a program at any one of its off-site locations.

Specialized or Programmatic Accreditation

LAHC maintains specialized/programmatic accreditation from 2 outside organizations for its Nursing program, including the:

      California Board of Registered Nursing, and

      Accrediting Commission for Education in Nursing (ACEN).

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

The College planning system provides a means for evaluating progress towards achievement of the College mission by observing trends on achievement of student success metrics. More specifically, evaluation of student achievement outcomes data aligned with the College's mission through the Strategic Educational Master Plan (SEMP) measures and Institutional Student Learning Outcomes (ISLOs) allows LAHC to make continuous improvements based on a data-driven model.

Institution-Set Standards
The College establishes institution-set standards that are appropriate to LAHC's mission. LAHC's institution-set standards are calculated annually using the College's three-year averages on student performance metrics, including course completion, degree completion, certificate completion, licensure pass rate, and job placement rates. Progress towards the institution-set standards is evaluated in the College's program review process.

2020-2021 Institution Set Standards

Assessment Type	Module	Measure	3-Yr Average
CPR	Completion: Course	Successful Course Completion	67.0
CPR	Completion: Awards	AA	116.0
CPR	Completion: Awards	AT	15.8
CPR	Completion: Awards	AS	3.2
CPR	Completion: Awards	ST	36.3
CPR	Completion: Awards	C (CTE)	1.1
CPR	Completion: Awards	C (Non-CTE/Transfer)	180.4
CPR	Completion: Awards	CS (CTE)	0.6
CPR	Completion: Awards	CS (Non-CTE)	0.1
CPR	Budget	FTES/FTEF	17.2
CPR	Completion: Transfer	Transfer	692.3
CPR	CTE: Job Placement Rates	CTE	79.1
CPR	CTE: Licensure Pass Rates	CTE	79.0

Evaluation of the Institution-Set Standards at the Institution Level
In addition to reviewing programmatic success using the institution-set standards and stretch goals, the College also evaluates achievement towards these outcomes at the institution-level. The College stretch or aspirational goals, referred to as institution-set targets, are defined in the College Strategic Educational Master Plan (SEMP). To evaluate achievement of the College standards and stretch goals at a deeper level, the College disaggregates outcomes data related to the standards by gender, age, and ethnicity. When the College fails to meet the standard as an institution or is not on target to meet the stretch goal, the College formulates and implements plans to achieve them.

Course Success Rates

Course success rates remained relatively stable from 2015-2021. The six-year course success rates demonstrate an increase of 3% from 67% in 2015-2016 to 69.6% in 2020-2021, revealing an overall upward trend.
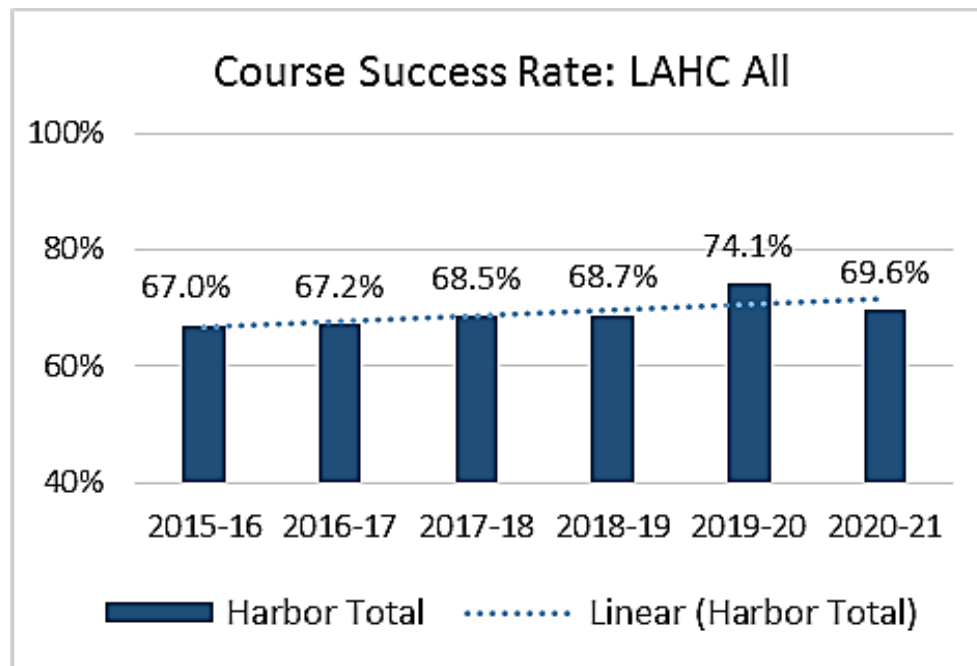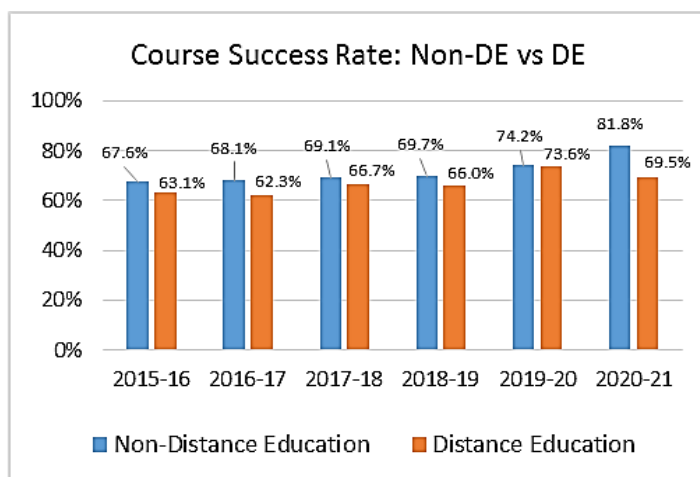

Data Source: Credit Course Success Rate Summary Report (for Fall and Spring Terms) by CCCCO MIS Data Mart

The College has exceeded the course success rate institution set standard since 2015-2016. For instance, in 2019-2020, the College's course success rate at 69.1% exceeded the institution set standard by 1.1%. In 2019-2020, the College exceeded the stretch goal of 71%; however, in 2020-2021, the College was 1.4% below the stretch goal. The College is still on track to meet the stretch goal.

Category	Reporting Years Since Comprehensive Review				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	66.2%	66.4%	66.0%	66.9%	68.0%
Stretch Goal	n/a	n/a	71.0%	71.0%	71.0%
Actual Performance	68.1%	68.5%	69.4%	69.0%	69.1%
Difference between Standard and Performance	+1.9%	+2.1%	+3.4%	+2.1%	+1.1%
Difference between Goal and Performance	n/a	n/a	-1.6%	-2.0%	-1.9%

Since 2015-2016, non-distance education course success rates have consistently exceeded the institution-set standard of 67% and demonstrate an upward trend. In 2019-2020, non-distance education courses exceeded the College stretch goal of 71%. Distance education course success rates fell below the institution set standard until 2019-2020. After this period, the rates began to exceed the standard. While in 2019-2020, the distance education course success rates exceeded the stretch goal of 71%, these rates declined in 2020-2021 by 4%. Given the increasing number of courses offered online due to Covid-19, to support and help the College continue to improve in this area, the College and District increased its offerings of distance education training, added three distance education coaches, and created a Distance Education YouTube channel with numerous training tutorials to assist faculty with the development of courses.
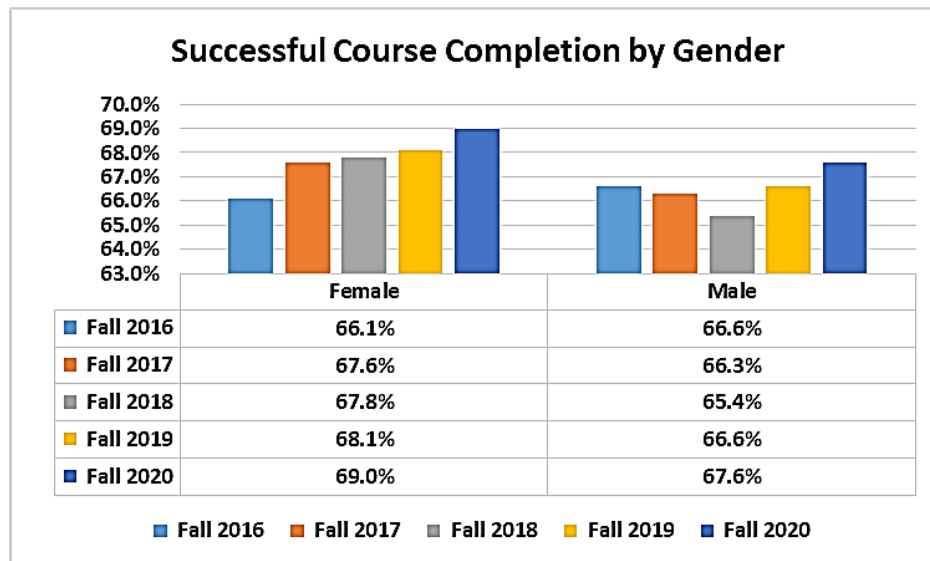

Data Source: Credit Course Success Rate Summary Report (for Fall and Spring Terms) by CCCCO MIS Data Mart

Course success rates disaggregated by age reveal a slight upward trend for the age groups under 55, except for the 20-24 age group. In fall of 2020 all other age groups exceeded the institution set standard of 67.0%. To increase the course success rate in the 20–24-year-old age group, the College implemented a variety of new course formats, including accelerated 5- and 8-week courses, and 10, 12, 14 and traditional 16-week courses fully online, in-person, and in hybrid formats to meet the diverse needs of students in this age group who must balance work, childcare, and student demands.
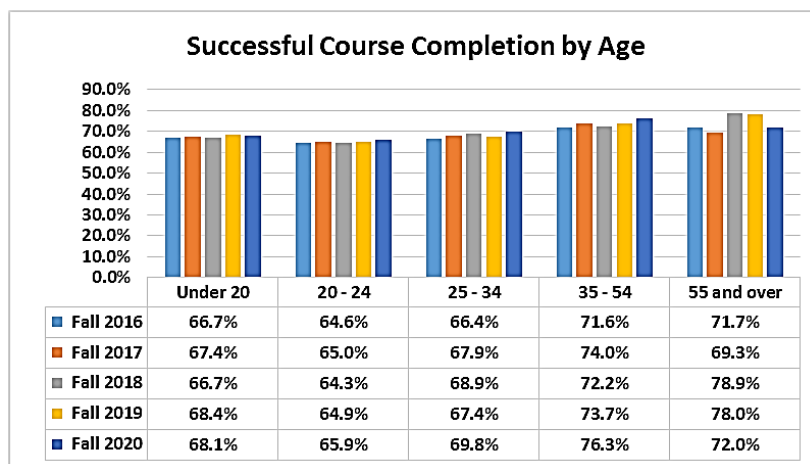
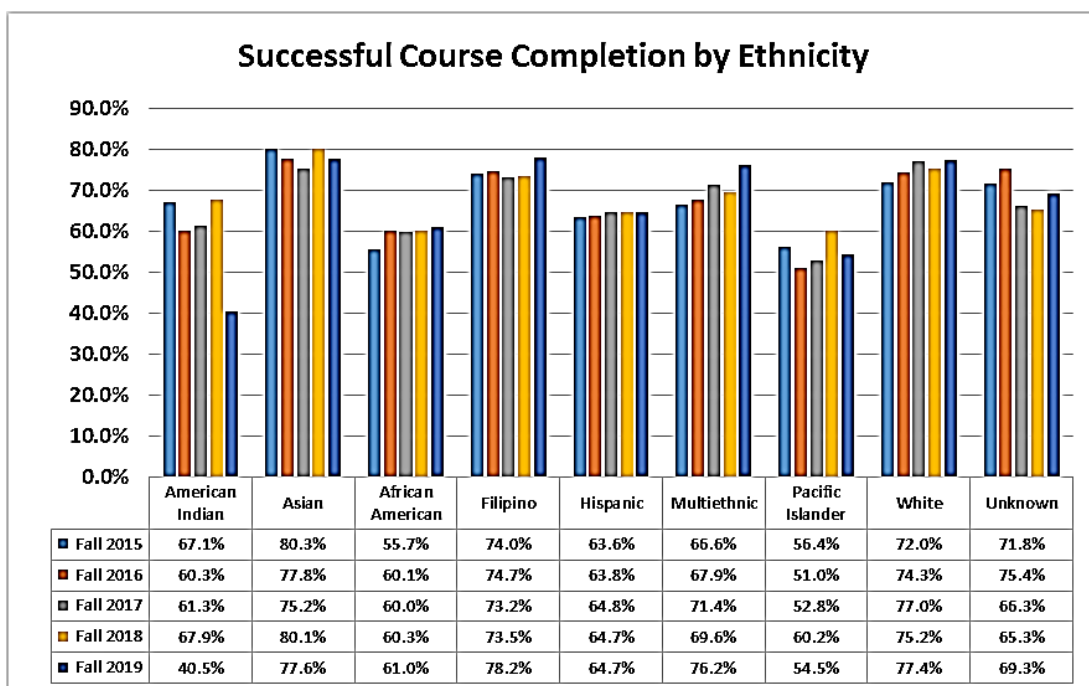|	Under 20	20 - 24	25 - 34	35 - 54	55 and over
Fall 2016	66.7%	64.6%	66.4%	71.6%	71.7%
Fall 2017	67.4%	65.0%	67.9%	74.0%	69.3%
Fall 2018	66.7%	64.3%	68.9%	72.2%	78.9%
Fall 2019	68.4%	64.9%	67.4%	73.7%	78.0%
Fall 2020	68.1%	65.9%	69.8%	76.3%	72.0%

Source: Institutional Research Data System (IRDS)

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Course success rates disaggregated by gender reveal an upward trend for females. For males, course success rates declined, and then began to increase from 2018-2020. In 2020, the course completion rates for females and males exceeded the institution-set standard of 67%.

Successful Course Completion by Gender

	Female	Male
■ Fall 2016	66.1%	66.6%
■ Fall 2017	67.6%	66.3%
■ Fall 2018	67.8%	65.4%
■ Fall 2019	68.1%	66.6%
■ Fall 2020	69.0%	67.6%

■ Fall 2016   ■ Fall 2017   ■ Fall 2018   ■ Fall 2019   ■ Fall 2020

Source: Institutional Research Data System (IRDS)

Successful course completion rates are lowest for Pacific Islanders, followed by African American students and Hispanic students. To bridge this equity gap, programs such as Asian Pacific American Student Success (APASS), Umoja, and Puente focus on these target populations by providing culturally relevant, student-centered services that support success.

Successful Course Completion by Ethnicity

	American Indian	Asian	African American	Filipino	Hispanic	Multiethnic	Pacific Islander	White	Unknown
■ Fall 2015	67.1%	80.3%	55.7%	74.0%	63.6%	66.6%	56.4%	72.0%	71.8%
■ Fall 2016	60.3%	77.8%	60.1%	74.7%	63.8%	67.9%	51.0%	74.3%	75.4%
■ Fall 2017	61.3%	75.2%	60.0%	73.2%	64.8%	71.4%	52.8%	77.0%	66.3%
■ Fall 2018	67.9%	80.1%	60.3%	73.5%	64.7%	69.6%	60.2%	75.2%	65.3%
■ Fall 2019	40.5%	77.6%	61.0%	78.2%	64.7%	76.2%	54.5%	77.4%	69.3%

Source: Institutional Research Data System (IRDS)

Degree Completion

LAHC is committed to not only sustaining but increasing the number of degrees and certificates awarded to students by providing students with access to high quality programs and support services based on a systematic evaluation of program data, including success metrics, learning outcomes, and labor market demand.

The College offers 24 Associate Degrees for Transfer and 39 Associate of Arts/Associate of Science degrees. In 2019-2020, the number of transfer degrees awarded totaled 356 and students earned nearly 1,500 AA/AS degrees. In the same academic year, students earned 691 skills certificates. The five-year award trend shows an increase in the number of degrees and certificates awarded to students, despite declining enrollment.
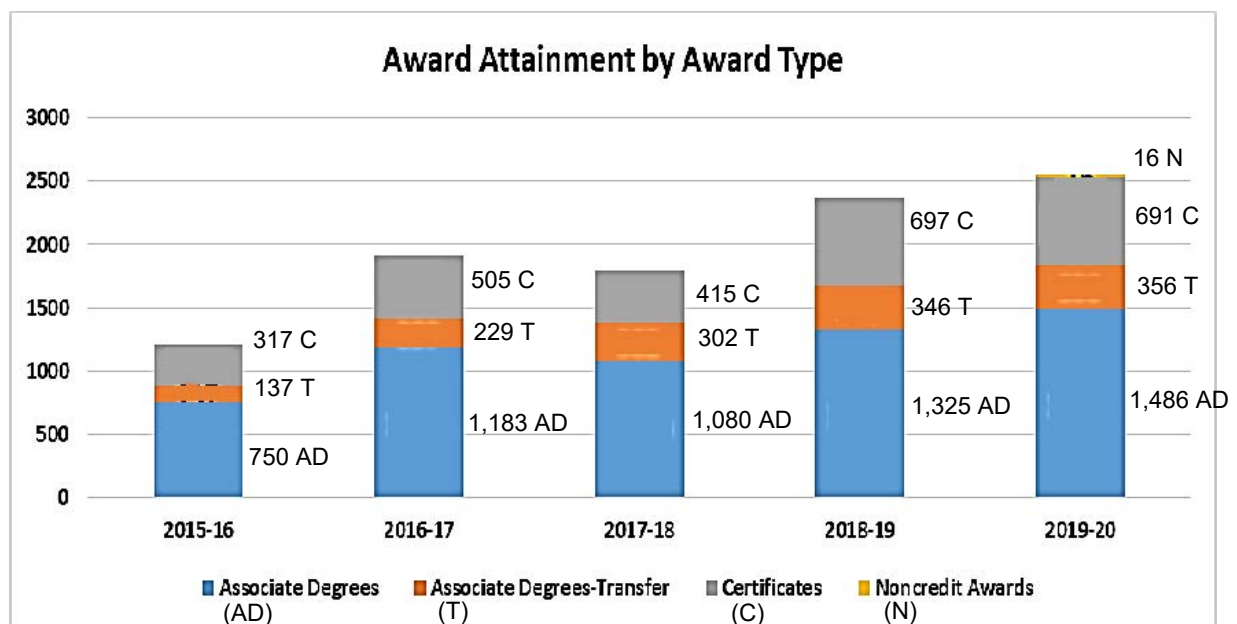
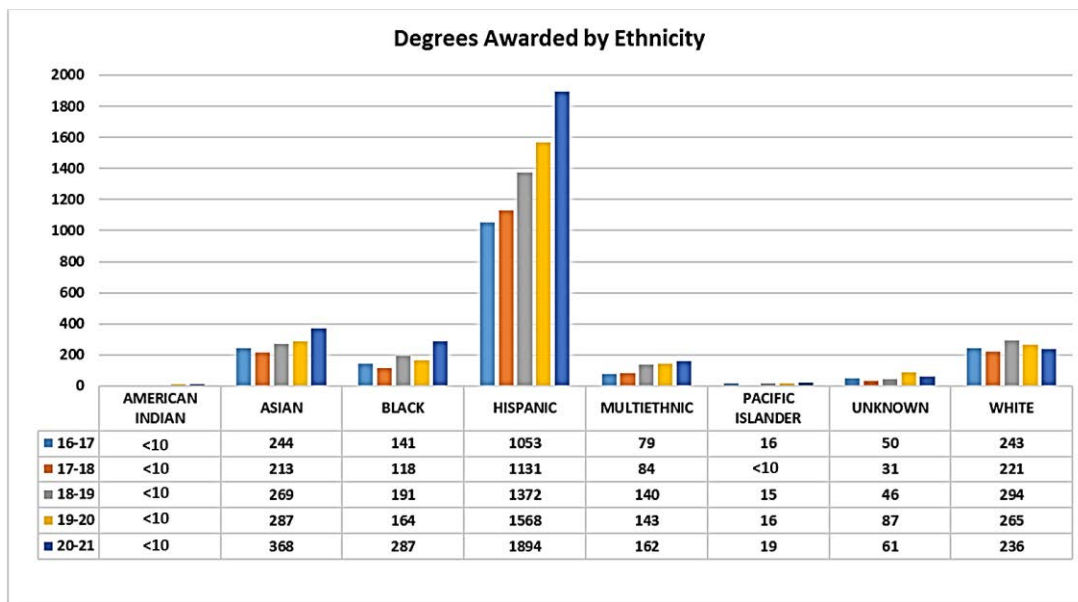Source: LAHC Office of Institutional Effectiveness

The College exceeded the institution set standard and stretch goals for degree completion rates since 2017-2018. The College is on target to meet the stretch goal by 2023.

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	797	1,000	1,228	1,500	1,632
Stretch Goal	n/a	n/a	1,662	1,681	1,883
Actual Performance	890	1,428	1,394	1,679	1,845

While the College exceeds the standard and stretch goal for degree completion, disaggregating award completion data provides a further understanding of the College's strengths and weaknesses, allowing the College to build upon both.
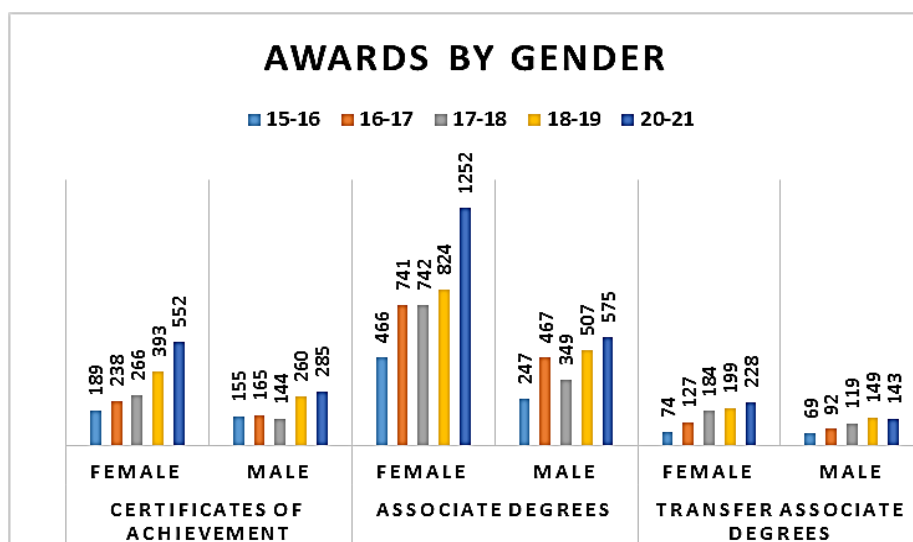
Degree completion by ethnicity reveals an upward trend in awards for students identifying as American Indian, Asian, African American, Hispanic, Multiethnic, and Pacific Islander. For the last few years, there has been a slight downward trend in award completion for students identifying as White and Unknown.

Degrees Awarded by Ethnicity

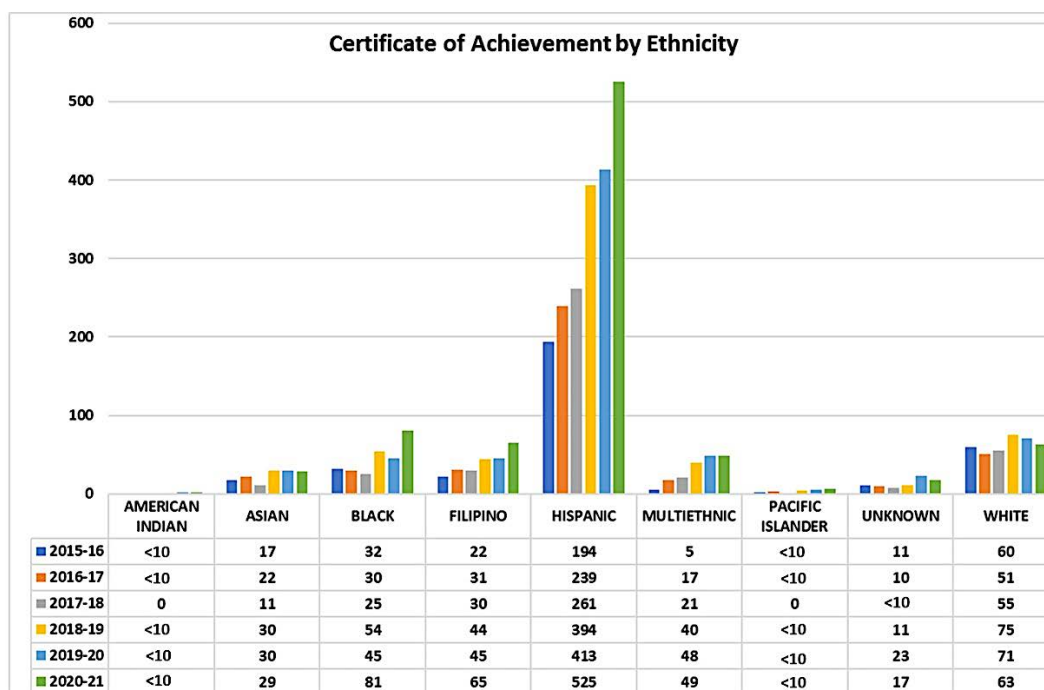|	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	MULTIETHNIC	PACIFIC ISLANDER	UNKNOWN	WHITE
16-17	<10	244	141	1053	79	16	50	243
17-18	<10	213	118	1131	84	<10	31	221
18-19	<10	269	191	1372	140	15	46	294
19-20	<10	287	164	1568	143	16	87	265
20-21	<10	368	287	1894	162	19	61	236

Source: Institutional Research Data System (IRDS)

Females have consistently been awarded more certificates of achievement, transfer associate degrees, and associate degrees than males. In 2020-2021, for instance, females were awarded more than twice the number of associate degrees than males. The College has worked towards increasing the number of males completing degrees by hosting conferences such as the 2022 Men of Color Conference and TransferCon, to gain a better understanding of how to increase completion rates for male students. Further, a counselor was repurposed to work with at risk students to help improve overall degree completion rates.

AWARDS BY GENDER

Legend: 15-16, 16-17, 17-18, 18-19, 20-21

CERTIFICATES OF ACHIEVEMENT
- FEMALE: 189, 238, 266, 393, 552
- MALE: 155, 165, 144, 260, 285

ASSOCIATE DEGREES
- FEMALE: 466, 741, 742, 824, 1252
- MALE: 247, 467, 349, 507, 575

TRANSFER ASSOCIATE DEGREES
- FEMALE: 74, 127, 184, 199, 228
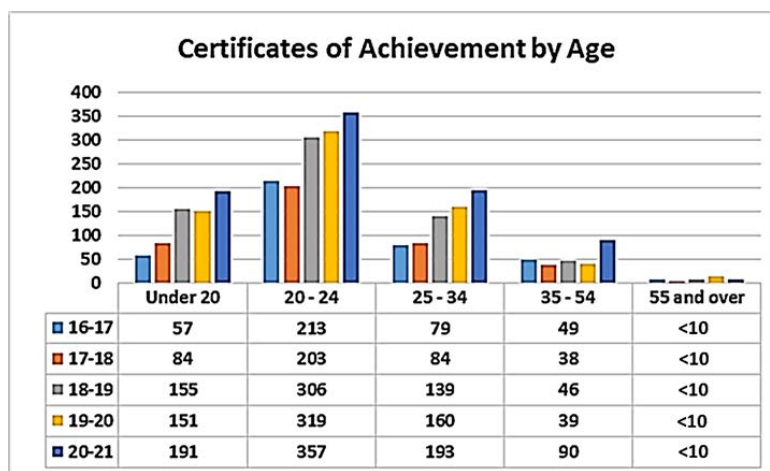- MALE: 69, 92, 119, 149, 143

Source: Institutional Research Data System (IRDS)

The College population is predominately Hispanic at 60%. Disaggregated data on certificate completion reveals an upward trend in awards for Hispanic students, increasing by 112 awards between 19-20 to 20-21. For other groups, including Asian, Black, Filipino, and Multiethnic, a general upward trend can also be seen in the rates of certificates of achievement awarded. The trend for Pacific Islanders, representing a small proportion of the population (less than 10), has remained relatively flat. The trend for students identifying as White and Unknown peaked and then has steadily declined.

Certificate of Achievement by Ethnicity

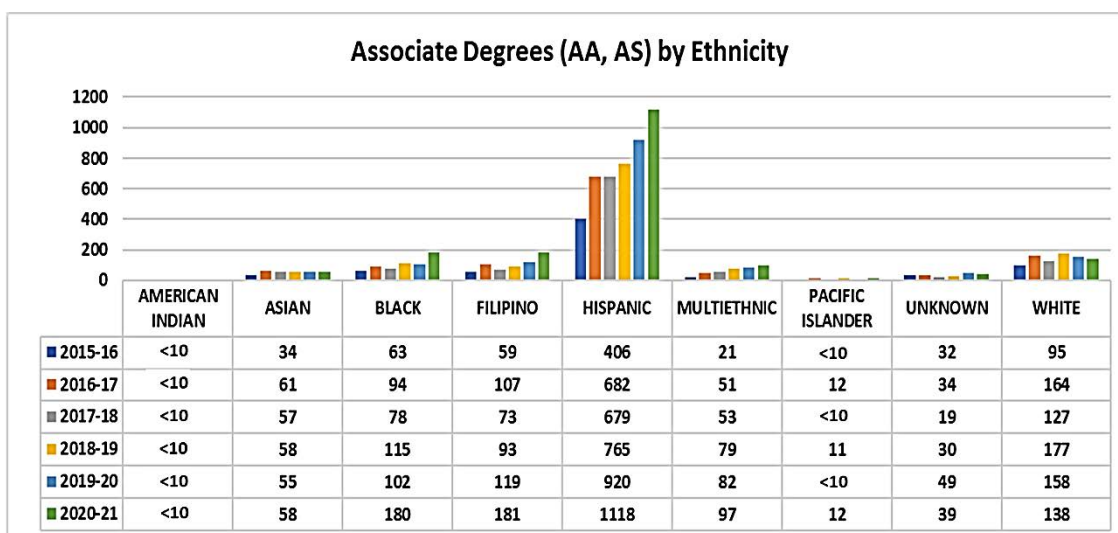|	AMERICAN INDIAN	ASIAN	BLACK	FILIPINO	HISPANIC	MULTIETHNIC	PACIFIC ISLANDER	UNKNOWN	WHITE
2015-16	<10	17	32	22	194	5	<10	11	60
2016-17	<10	22	30	31	239	17	<10	10	51
2017-18	0	11	25	30	261	21	0	<10	55
2018-19	<10	30	54	44	394	40	<10	11	75
2019-20	<10	30	45	45	413	48	<10	23	71
2020-21	<10	29	81	65	525	49	<10	17	63

Source: Institutional Research Data System (IRDS)

Certificate of Achievement awards disaggregated by age reveals an upward trend in Associate degrees awarded for all age groups other than 55 and over. The 55 and over age group trend remained flat.

Certificates of Achievement by Age

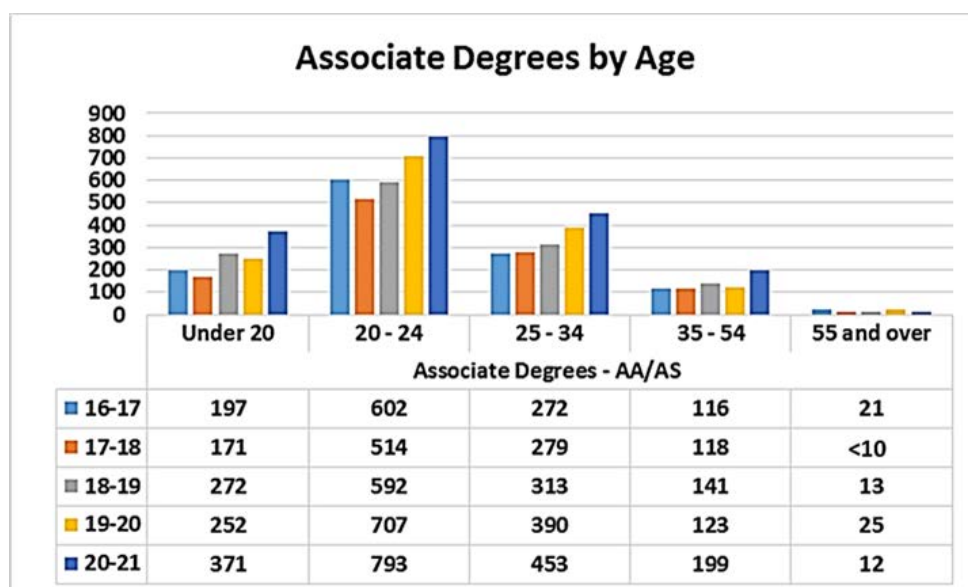|	Under 20	20 - 24	25 - 34	35 - 54	55 and over
16-17	57	213	79	49	<10
17-18	84	203	84	38	<10
18-19	155	306	139	46	<10
19-20	151	319	160	39	<10
20-21	191	357	193	90	<10

Source: Institutional Research Data System (IRDS)

Disaggregated Associate degree data by ethnicity shows that for several groups, Associate degree completion rates have been on an upward trend. For instance, Associate degree completion by Hispanic students increased by 198 awards, Black students by 78 awards, Filipino students by 38 awards, and Multiethnic by 15 awards from 2019-2020 to 2020-2021. Associate degree completion for Asian, Pacific Islander, and Unknown students has remained stable, while award completion for White students declined by 39 between 2018-2019 to 2020-2021.

Associate Degrees (AA, AS) by Ethnicity

	AMERICAN INDIAN	ASIAN	BLACK	FILIPINO	HISPANIC	MULTIETHNIC	PACIFIC ISLANDER	UNKNOWN	WHITE
2015-16	<10	34	63	59	406	21	<10	32	95
2016-17	<10	61	94	107	682	51	12	34	164
2017-18	<10	57	78	73	679	53	<10	19	127
2018-19	<10	58	115	93	765	79	11	30	177
2019-20	<10	55	102	119	920	82	<10	49	158
2020-21	<10	58	180	181	1118	97	12	39	138

Source: Institutional Research Data System (IRDS)

An upward trend in Associate degrees awarded to all age groups other than 55 and over occurred from 2016-2021. The 55 and over group trend remains flat.

Associate Degrees by Age

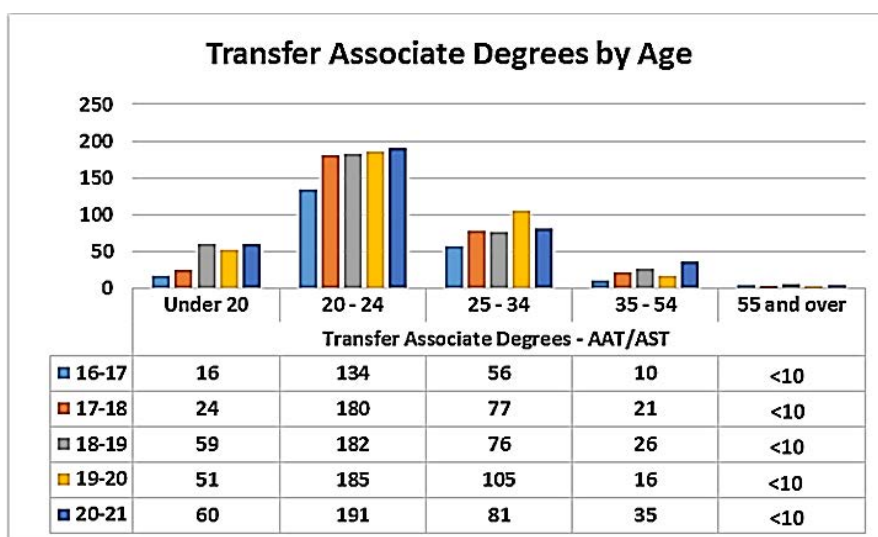| Associate Degrees - AA/AS	Under 20	20 - 24	25 - 34	35 - 54	55 and over
16-17	197	602	272	116	21
17-18	171	514	279	118	<10
18-19	272	592	313	141	13
19-20	252	707	390	123	25
20-21	371	793	453	199	12

Source: Institutional Research Data System (IRDS)

While the disaggregated Transfer Associate degree data by ethnicity shows an upward trend for Hispanic students, the trend for students of other ethnic groups has remained relatively flat or has declined slightly.

Transfer Associate Degrees by Ethnicity

	AMERICAN INDIAN	ASIAN	BLACK	FILIPINO	HISPANIC	MULTIETHNIC	PACIFIC ISLANDER	UNKNOWN	WHITE
2015-16	<10	11	<10	<10	93	<10	<10	<10	17
2016-17	<10	<10	17	15	132	11	<10	<10	28
2017-18	<10	18	15	24	191	10	<10	<10	39
2018-19	<10	19	22	25	213	21	<10	<10	42
2019-20	<10	12	17	26	235	13	<10	15	36
2020-21	<10	15	26	20	251	16	<10	<10	35
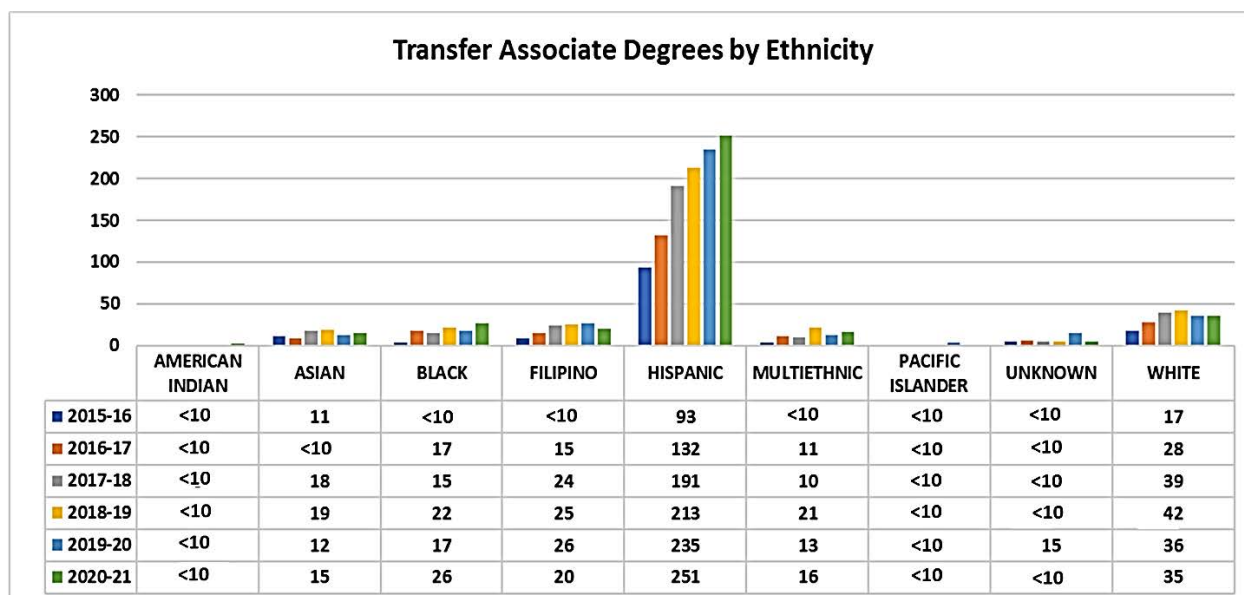
Source: Institutional Research Data System (IRDS)

A slight upward trend in Transfer Associate degrees awarded for all age groups other than 55 and over occurred from 2016-2021. The 55 and over group trend remains flat.

Transfer Associate Degrees by Age

Transfer Associate Degrees - AAT/AST

	Under 20	20 - 24	25 - 34	35 - 54	55 and over
16-17	16	134	56	10	<10
17-18	24	180	77	21	<10
18-19	59	182	76	26	<10
19-20	51	185	105	16	<10
20-21	60	191	81	35	<10

Source: Institutional Research Data System (IRDS)

To improve completion rates for Transfer Associate degrees for all groups, the College increased the number of Transfer Associate degrees in popular majors such as Sociology and Political Science, providing more students with the option to pursue this type of degree. Further, the guided pathways initiative and program mapper were implemented to give students a clear pathway to success.

Transfer

In 2019-2020, approximately 700 students transferred to CSU, UC, and other four-year institutions. The majority of LAHC students, approximately 73% (507 out of 695 in 2019-2020), transfer to Cal State Universities, followed by Out of State transfers at 13%, UC transfers at 8%, and In-State Private Colleges at 6%. Despite declining enrollments, transfer rates remained stable.
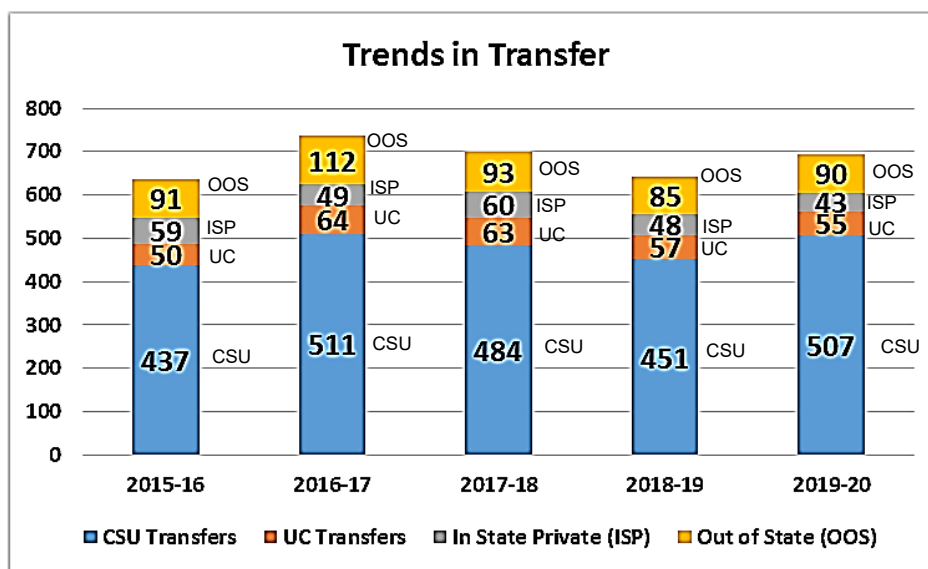
Source: LAHC Office of Institutional Effectiveness

Overall, the College performance on Transfer exceeds the college standard and has been on a positive trend the last three years. The College will meet the stretch goal by 2023.

Category	Reporting Years Since Comprehensive Review				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	489	690	691	692	693
Stretch Goal	n/a	n/a	943	748	797
Actual Performance	640	737	700	641	695
Difference between Standard and Performance	+151	+47	+9	-51	+2
Difference between Goal and Performance	n/a	n/a	-243	-107	-102

LAHC's alignment with its major transfer partner, CSU-Dominquez Hills, has led to large numbers of students transferring to CSU campuses. The recent Transfer Mapper - Building Bridges and Pathways collaboration has improved LAHC's plans to continue providing students with seamless transfer pathways, increasing the number of articulation agreements and transfer degrees, and providing high quality support services and programs such as the LAHC Transfer Center, STEM Program, and Honors Program to continue and grow the success in this area.

Job Placement Rate

In the program review process, Career Technical Education (CTE) programs also evaluate job placement rates against the College's institution set standards.

Several CTE programs exceeded the job placement institution-set standard at 79%. Accounting, Business Administration, Business Commerce (General), Child Development, Culinary, and Registered Nursing exceeded the standard in 19-20. Two programs, Architecture and Office Technology did not meet the standard. Both areas developed and are in the process of implementing action plans to innovate the curriculum in the programs to assure students completing the program are competitive in current and future job markets.

JOB PLACEMENT RATE – CCCCO CTE Perkins IV Core Indicator Reports – Summary Core Indicators by TOP Code Report (includes programs with total count of more than 10 students in each academic years) https://misweb.cccco. edu/perkins/Main.aspx
(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)
NOTE: Excludes programs with less than 10 completers

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1 2017-18	Y2 2018-19	Y3 2019-20	Y1	Y2	Y3		Y1	Y2	Y3
Accounting	79%	86	75	89	+7	-4	+10	n/a	n/a	n/a	n/a
Administration of Justice	79%	75	86	92	-4	+7	+13	n/a	n/a	n/a	n/a
Architecture and Architectural Technology	79%	67	56	69	-12	-23	-10	n/a	n/a	n/a	n/a
Business Administration	79%	n/a	76	82	n/a	-3	+3				
Business and Commerce, General	79%	89	75	90	+10	-4	+11	n/a	n/a	n/a	n/a
Child Development	79%	73	76	80	-6	-3	+1	n/a	n/a	n/a	n/a
Culinary Arts	79%	78	81	88	-1	+2	+9	n/a	n/a	n/a	n/a
Office Technology	79%	50	50	45	-29	-29	-34	n/a	n/a	n/a	n/a
Registered Nursing	79%	93	92	95	+14	+13	+16	n/a	n/a	n/a	n/a

Licensure Pass Rate

In the program review process, Career Technical Education (CTE) programs are required to evaluate licensure pass rates against the College's institution set standards and stretch goals.

The College's Nursing, CNA, and EMT programs have met the College institution set standards since 2018-2019. Both the Nursing and CNA programs have exceeded the institution set standard for the last 3 years, while the EMT program met the standard in 18-19, and exceeded it in 19-20. The College's Nursing program is ranked third in California, a testament to the success of the program.

LICENSURE PASS RATE (Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)								
Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal
		Y1 2018-19	Y2 2019-20	Y3 2020-21	Y1	Y2	Y3	
Nursing	85%	97%	100%	96%	+12%	+15%	+11%	n/a
Nursing Y3 figures from California Board of Registered Nursing website https://www.rn.ca.gov/education/passrates.shtml								
CNA	85%	100%	100%	100%	+15%	+15%	+15%	n/a
EMT	67%	67%	100%	n/a	+0%	+33%	n/a	n/a
Y2 and Y3 CNA and EMT data provided by Nursing Division Chair.								

Strategic Educational Master Plan (SEMP) Measures

In the Harbor Assessment-based Planning (HAPS) model, the goals of the Strategic Educational Master Plan (SEMP) are purposefully aligned with the College mission. Progress on the SEMP goals, therefore also provide a means for evaluating achievement of the College mission.

Completing math and English in the first year allow students to attain transfer and career goals sooner. Therefore, the College has concentrated efforts to have students placed in these courses in the first year. The five-year trend in math and English completion rates in the first year has increased from 3% in 2015-16 to 16% in 2019-20.

There has been a downward trend in the number of students retained from fall to spring. In 2014-15 retention between fall and spring was at 64%, while it has decreased to 57% in 2018-19. To address the decreasing number of students retained from fall to spring, along with providing students with clear academic pathways by fully implementing the Guided Pathways framework, the College is working on improving the scheduling of courses to ensure that it fits student educational plans.
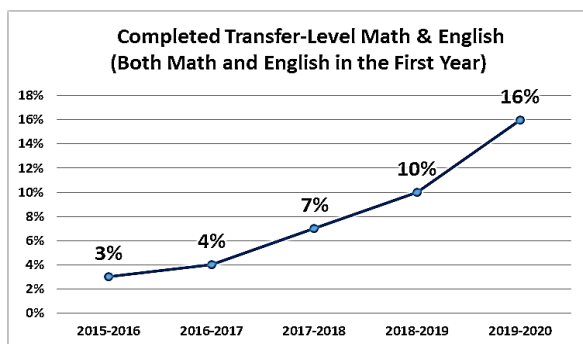
Completed Transfer-Level Math & English (Both Math and English in the First Year)

Year	%
2015-2016	3%
2016-2017	4%
2017-2018	7%
2018-2019	10%
2019-2020	16%

Source: LAHC Office of Institutional Effectiveness

Students Retained from Fall to Spring

Year	%
2014-15	64%
2015-16	63%
2016-17	64%
2017-18	60%
2018-19	57%
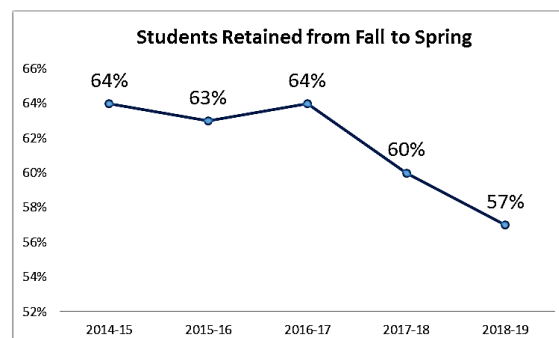
Source: LAHC Office of Institutional Effectiveness

The College mission is also focused on ensuring our students become productive members of a global society. Employment metrics on LAHC students who did not transfer to postsecondary institutions is one way to evaluate how well the College is accomplishing this goal. Among students who exited the College and did not transfer to any postsecondary institution in 2018-19, 43% of students who were unemployed became employed after exiting college. Data gathered from CTE students who reponded to a CTE Outcomes Survey and those who did not transfer to any secondary insititutions shows that a proportion of students who are working in a job very close or closely related to their field of study was down 54% from 73% in 2015-16. The College's CTE programs are continuously reviewing and revising their programs to ensure that they are relevant to employment needs through evaluation of outcomes data and feedback from advisory boards.
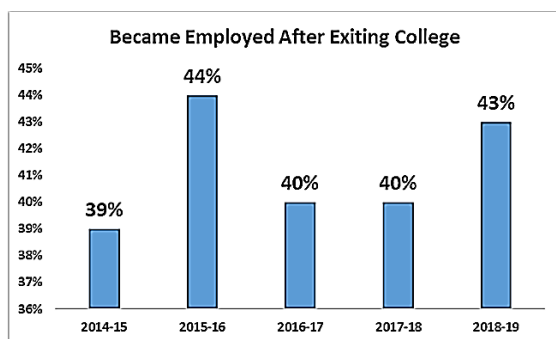
Became Employed After Exiting College

Year	%
2014-15	39%
2015-16	44%
2016-17	40%
2017-18	40%
2018-19	43%

Source: LAHC Office of Institutional Effectiveness

Job Closely Related to Field of Study

Year	%
2014-15	65%
2015-16	73%
2016-17	58%
2017-18	54%
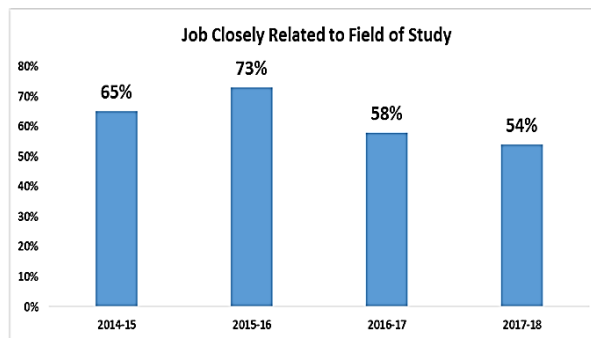
Source: LAHC Office of Institutional Effectiveness

The Median Annual Earnings reported in the CTE Outcomes Survey for students who did not transfer to any postsecondary institution in 2018-19 was $29,420 with a median change in earnings of 13%. The data demonstrates an upward trend in the Median Annual Earnings of these students. In 2018-19, 38% of LAHC students who participated in the survey attained a living wage for a single adult measured immediately following the academic year of exit from the college, up from 34% in 2015-16 (see chart below). These metrics are key indicators of the College's ability to provide social mobility for its students.

Earnings	2014-15	2015-16	2016-17	2017-18	2018-19
Median Annual Earnings	$28,761	$27,075	$28,761	$29,058	$29,420
Median Change in Earnings	28%	18%	22%	18%	13%
Attained the Living Wage	39%	34%	37%	37%	38%

The College SEMP goals are aligned with the Chancellor's Vision for Success goals, such as the goal of decreasing the average number of total units accumulated by community college students to 79 units. The College is close to achieving this goal, decreasing the average number of AA/AS units accumulated to 80 in 19-20, down from 84 in 17-18. From 2015-16 to 2019-2020, the average accumulated units for ADT degrees awards decreased by 8. Using the Guided Pathways framework, the College worked to continue to decrease the number of units to 79, especially in the ADT area.
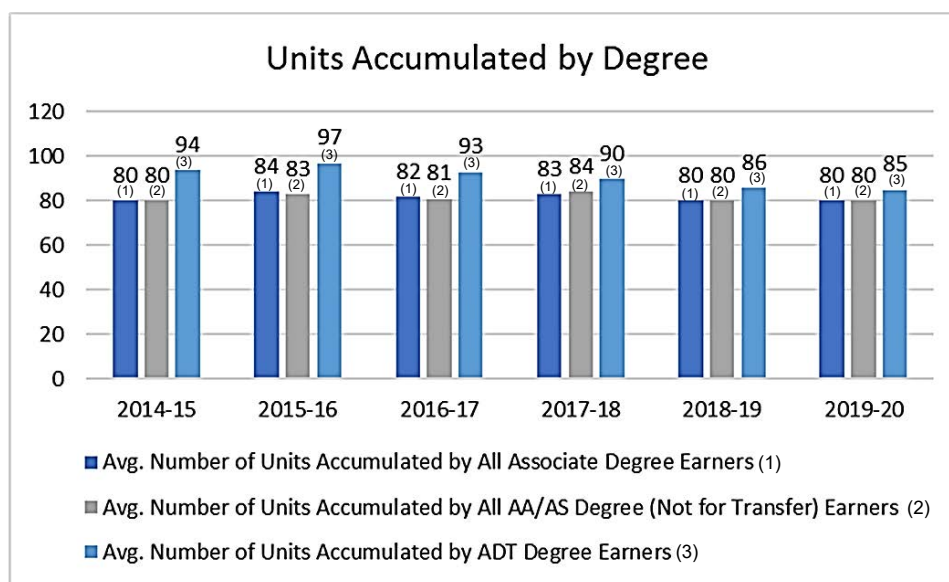
Source: Institutional Research Data System (IRDS)

The SEMP goals are also aligned with state plans focusing on student attainment of educational momentum points and success. Students completing noncredit CTE or workforce preparation courses and earning 9+ career education units has remained stable. The completion of 12 units or more in fall and successful completion of 24 or more units in the same academic year has been on an upward trend. However, students retained from fall to spring at the College has decreased since 2017-2018 as did the number of students who completed a level of education. To improve in these areas, the College has conducted focus group interviews and surveys to obtain knowledge of the factors contributing to the declining numbers.

Momentum	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Completed a Level of Education				48%	5%	n/a
Completed a Noncredit CTE or Workforce Preparation Course	72%	66%	68%	71%	66%	69%
Earned 9+ Career Education Units	8%	9%	8%	7%	8%	9%
Retained from Fall to Spring (at the Same College)	66%	64%	63%	64%	60%	57%
Successfully Completed Unit Thresholds (12 units or more) in the Fall	14%	15%	14%	15%	15%	18%
Successfully Completed Unit Thresholds (24 units or more) in the same Academic Year	9%	12%	12%	13%	13%	16%

The College also strives to have faculty and staff from diverse ethnic backgrounds. In 2020, while over 20% of the faculty and staff ethnic backgrounds are other/unknown, 30.4% of faculty and staff identify as White Non-Hispanic, 19.60% as Hispanic, 13.20% as Asian, 12.30% as African American, .4% as Multiethnic, and .2% as American Indian/Alaskan Native.

Faculty and Staff Ethnicity

Year	White Non-Hispanic	Other/Unknown	Hispanic	Asian	African American
2020	30.40%	23.90%	19.60%	13.20%	12.30%
2019	30.20%	24.60%	19.00%	12.90%	12.70%
2018	31.40%	25.30%	17.40%	13.00%	12.50%
2017	30.80%	33.30%	16.20%	9.80%	9.40%
2016	34.00%	31.20%	14.90%	9.70%	9.50%
2015	34.30%	28.30%	14.40%	10.90%	11.30%
2014	35.40%	25.80%	14.50%	11.70%	11.90%

Legend: White Non-Hispanic, Other/Unknown, Hispanic, Asian, African American, Multi-Ethnicity, American Indian/Alaskan Native

The total faculty and staff headcount has declined since 2014, from 521 to 448. The number of classified staff and administrators has remained stable, while the number of temporary academic faculty declined by 88. The number of tenure/tenure track faculty has fluctuated from 76 in 2014, up to a high of 115 in 2016, and back down to 86 in 2020 because of a large number of retirements. The College focused on increasing the number of tenure/tenure track faculty in Spring of 2022, by hiring 9 new tenure track faculty.

Faculty and Staff Headcount

Year	Total	Educational Administrator (E)	Academic, Tenured/Tenure Track (T)	Classified (C)	Academic, Temporary (A)
2014	531	13	76	138	304
2015	533	12	110	151	260
2016	538	12	115	150	261
2017	481	11	100	135	235
2018	506	12	99	137	258
2019	480	12	93	138	237
2020	448	11	86	135	216

Legend: Academic, Temporary (A); Classified (C); Academic, Tenured/Tenure Track (T); Educational Administrator (E)

C. Organization of the Self-Evaluation Process

The following timeline outlines the major developments in the preparation of the Institutional Self-Evaluation Report. LAHC faculty, staff, administrators, and students collaboratively participated in the writing of the report through accreditation trainings, informational sessions, open forums, and campus committees.

Campus Wide Engagement

Fall 2020 — Planning Begins: LAHC Accreditation Team Formed; ACCJC Virtual Training with LAHC Accreditation Team; LACCD District Accreditation Trainings Begin; Writing Team Leads Assigned

Spring 2021 — Evidence Collection: April Evidence Collection Kick-Off Training, May and June Evidence Collection Months at Committees/Meetings using Evidence Collection Worksheets

Summer 2021 — Writing Begins: Accreditation Writing Team Leads Evaluate Evidence; Drafting of the ISER Introduction and Standards Begin; Quality Focus Essay Lead Assigned

Fall 2021 — Writing Continues: Accreditation Writing Team Continues to Draft Standards; Sections of the Self-Evaluation Report are Reviewed at Committees for Feedback; Drafting of the Quality Focus Essay Begins

Winter 2022 — Refine and Edit: Open Forums to Review Self-Evaluation Draft; Final Edits made to the Self-Evaluation Report by the Writing Team; Quality Focus Essay Writing Completed

Spring 2022 — Local Approvals: Self-Evaluation Report Presented to Shared Governance Committees; Approved by the Academic Senate on 5/19/22; Approved by the College Planning Council on 5/23/22

Summer 2022 — District Approvals: Submitted for Board Approval; Approved by the Board on 7/6/22; Report Submitted to the ACCJC (August 2022)

LAHC Accreditation Lead Team

Oversees the Accreditation Process: President Dr. Dorado		
Standard	**Lead(s)**	**Assistants**
I. Mission, Academic Quality, Institutional Effectiveness and Integrity a. Mission (Lorrie, Alberto, Joachin) b. Assuring Academic Quality and IE (Lorrie, Alberto) c. Institutional Integrity (Lorrie, Alberto)	Acting VP of AA: Juan Baez	Lorrie Kato (F) Alberto Pimentel (F) Joachin Arias (F) Sylvia Files (S)
II. Student Learning Programs and Support Services a. Instructional Programs (Leland, Son, AA Deans) b. Library (Jonathan, AA Deans) c. Student Support Services (Alberto, Sara, SS Deans)	Acting VP of SS: Dr. Joof	AA Deans (A) Leland Simplicado (F) Jonathon Lee (F) SS Deans (A) Catalina Martinez (S) Sara Rubio (F)
III. Resources a. Human Resources (Arif) b. Physical Resources (Alex, Reza) c. Technical Resources (Mostly District) (Son) d. Financial Resources (Mostly District) (Arif)	VP of AS: Dr. Romali	Alex Nelson (A) Reza Farzin (F) Andy LeBrune (S) Arif Ahmed (S) Son Nguyen (F)
IV. Leadership and Governance (Nabeel, Van, Yvette) a. Decision Making Roles and Processes (Juan, Van, William, Yvette) b. Chief Executive Officer (Nabeel and Van) c. Governing Body (Mostly District) d. Multi-College Districts (Mostly District)	All VPs	Nabeel Barakat (F) Van Chaney (F) William Hernandez (F) Yvette Parra (S)

Resources:
    OIE Team
    (OIE Dean, Rhea Estoya, Joan Lang)
		F: Faculty
		A: Administrator
		S: Staff

College Level and District Level Responsibilities

Los Angeles Harbor College is part of the Los Angeles Community College District, a large, nine college district. The functional map details the college and district levels of responsibilities.

Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity		
Standard	College	District
I.A: Mission		
I.A.1	Primary	Secondary
I.A.2	Primary	Secondary
I.A.3	Primary	Secondary
I.A.4	Primary	Secondary
I.B: Assuring Academic Quality and		
I.B.1	Primary	Secondary
I.B.2	Primary	-----
I.B.3	Primary	-----
I.B.4	Primary	-----
I.B.5	Primary	Secondary
I.B.6	Primary	Secondary
I.B.7	Shared	Shared
I.B.8	Primary	Secondary
I.B.9	Shared	Shared
I.C: Institutional Integrity		
I.C.1	Primary	Secondary
I.C.2	Primary	-----
I.C.3	Primary	-----
I.C.4	Primary	-----
I.C.5	Shared	Shared
I.C.6	Primary	Secondary
I.C.7	Shared	Shared
I.C.8	Shared	Shared
I.C.9	Primary	-----
I.C.10	N/A	N/A
I.C.11	N/A	N/A
I.C.12	Shared	Shared
I.C.13	Shared	Shared
I.C.14	N/A	N/A

Standard II. Student Learning Program and Support Services		
Standard	College	District
Instructional Programs		
II.A.1	Primary	-----
II.A.2	Primary	-----
II.A.3	Primary	-----
II.A.4	Primary	-----
II.A.5	Shared	Shared
II.A.6	Primary	-----
II.A.7	Primary	-----
II.A.8	Primary	-----
II.A.9	Primary	Secondary
II.A.10	Primary	Secondary
II.A.11	Primary	-----
II.A.12	Primary	Secondary
II.A.13	Primary	-----
II.A.14	Primary	-----
II.A.15	Primary	-----
II.A.16	Primary	-----
II.B: Library and Learning Support		
II.B.1	Primary	Secondary
II.B.2	Primary	-----
II.B.3	Primary	-----
II.B.4	Primary	-----
II.C: Student Support Services		
II.C.1	Primary	-----
II.C.2	Primary	Secondary
II.C.3	Primary	-----
II.C.4	Primary	-----
II.C.5	Primary	-----
II.C.6	Primary	Secondary
II.C.7	Primary	-----
II.C.8	Shared	Shared

Standard III. Resources		
Standard	College	District
III.A: Human Resources		
III.A.1	Shared	Shared
III.A.2	Shared	Shared
III.A.3	Shared	Shared
III.A.4	Secondary	Primary
III.A.5	Shared	Shared
III.A.6	N/A	N/A
III.A.7	Primary	Secondary
III.A.8	Primary	Secondary
III.A.9	Primary	Secondary
III.A.10	Primary	Secondary
III.A.11	Shared	Shared
III.A.12	Shared	Shared
III.A.13	Shared	Shared
III.A.14	Primary	Secondary
III.A.15	Shared	Shared
III.B: Physical Resources		
III.B.1	Primary	Secondary
III.B.2	Shared	Shared
III.B.3	Shared	Shared
III.B.4	Shared	Shared
III.C: Technology Resources		
II.C.1	Shared	Shared
II.C.2	Shared	Shared
II.C.3	Shared	Shared
II.C.4	Shared	Shared
II.C.5	Shared	Shared
III.D: Financial Resources		
III.D.1	Shared	Shared
III.D.2	Shared	Shared
III.D.3	Primary	Secondary
III.D.4	Shared	Shared
III.D.5	Shared	Shared
III.D.6	Shared	Shared
III.D.7	Shared	Shared
III.D.8	Shared	Shared
III.D.9	Secondary	Primary
III.D.10	Shared	Shared
III.D.11	Shared	Shared
III.D.12	----	Primary
III.D.13	----	----
III.D.14	Shared	Shared
III.D.15	Secondary	Primary
III.D.16	Shared	Shared

Standard IV. Leadership & Governance		
Standard	College	District
IV.A: Decision-Making Roles and Processes		
IV.A.1	Primary	Secondary
IV.A.2	Shared	Shared
IV.A.3	Shared	Shared
IV.A.4	Primary	Secondary
IV.A.5	Shared	Shared
IV.A.6	Primary	Secondary
IV.A.7	Shared	Shared
IV.B: Chief Executive Officer		
IV.B.1	Primary	Secondary
IV.B.2	Primary	Secondary
IV.B.3	Primary	Secondary
IV.B.4	Primary	Secondary
IV.B.5	Primary	Secondary
IV.B.6	Primary	Secondary
IV.C: Governing Board		
IV.C.1	----	Primary
IV.C.2	----	Primary
IV.C.3	----	Primary
IV.C.4	----	Primary
IV.C.5	----	Primary
IV.C.6	----	Primary
IV.C.7	----	Primary
IV.C.8	----	Primary
IV.C.9	----	Primary
IV.C.10	----	Primary
IV.C.11	----	Primary
IV.C.12	----	Primary
IV.C.13	----	Primary
IV.D: Multi-College Districts		
IV.D.1	----	Primary
IV.D.2	----	Primary
IV.D.3	----	Primary
IV.D.4	----	Primary
IV.D.5	Secondary	Primary
IV.D.6	Secondary	Primary
IV.D.7	----	Primary

D. Organizational Information

LAHC Los Angeles Harbor College — Organizational Charts

LAHC President

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                    Dr. Luis Dorado
                       President
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| Dr. Regan Romali Vice President Administrative Services | Juan Baez Acting Vice President Academic Affairs & EWD | Dr. Henan L. Joof Acting Vice President Student Services | Peter Bostic Foundation | Scholarships Reprographics |

Administrative Services

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                 Dr. Reagan Romali
                   Vice President
                Administrative Services
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| Budget Budget Procurement | Business Office Bookstore | Campus Safety Risk Management Insurance | Campus Events Facilities Rentals Swap Meet Marketing | Human Resources Payroll/Personnel Policies & Procedures |

Academic Affairs

Juan Baez
Acting Vice President
Academic Affairs

Dr. Chelvi Subramaniam
Dean

- ADA
- ASO/Student Activities
- Commencement
- Chatbot/Ocelot
- Guided Pathways
- Harbor Advantage
- Student Activities
- Title V
- Title IX
- Welcome Center

Priscilla Lopez
Dean

- Community Services
- Distance Education
- Humanities & Fine Arts Division
- Marketing
- Math & Technology Division
- Professional Development/Growth
- Social Science Division
- Website Development

Anna Salazar
Acting Dean

- AB 288 CCAPP
- Outreach Classes

Mercy Yanez
Dean

- Health Sciences Division
- Office of Economic & Workforce Development
- Kinesiology, Health & Wellness Division

Accreditation
- Adult Education: WIOA
- Athletics
- CHAMPS
- Honors Transfer Program

Student Services

Dr. Henan L. Joof
Acting Vice President
Student Services

Tiffany Sergio
Dean

- ADA
- ASO/Student Activities
- Commencement
- Chatbot/Ocelot
- Harbor Advantage
- Student Activities
- Title V
- Title IX
- Welcome Center

Mercy Yanez
Dean

- APASS
- CATS (LAUSD)
- Career Center
- Dream Resource Center (DRC)
- Health Center
- Puente

Dawn Reid
Dean

- Academic Opportunity (Retention)
- Basic Needs
- CalWORKS
- Child Development Center (CDC)
- EOPS/CARE/CAFYES
- Foster Kinship
- Life Skills
- Special Programs & Services
- Umoja

Anna Salazar
Acting Dean

- Admissions & Records
- Discipline
- Financial Aid
- International Students
- Outreach & Recruitment
- Veterans Resource Center

Dr. Ed Pai
Dean

- College Wide Planning Support
- Honors Transfer Program
- Office of Institutional Effectiveness

Articulation
- Counseling Division
- Transfer Center
- Ombudsperson

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Los Angeles Harbor College is a public two-year community college that has been in continual operation since 1949 under the authority of the State of California, the California Community College Chancellor's Office/California Community Colleges Board of Governors (ER1.01 California Community College Website), and the Los Angeles Community College District (ER1.02 BP1100 LACCD). Harbor College is accredited by the Accrediting Commission for Community and Junior Colleges (ER1.3 ACCJC Reaffirmation Letter).

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

Los Angeles Harbor College is operational, serving approximately 12,000 unduplicated students annually, accounting for approximately 5,000 Full-Time Equivalent Students per year (ER2.01 District Annual Student Headcount). Students are actively pursuing degree and certificate programs, with 1,300 more degrees and certificates awarded in 2019-2020 as compared to 2015-2016 (ER2.02 Annual College Profile 2021). Enrollment trend data shows that the College experienced a five percent decrease in annual headcount over the past five years (ER2.03 Enrollment History). The fall 2021 Schedule of Classes provides an example of the College's course offerings (ER2.04 Fall 2021 Schedule of Classes).

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

Los Angeles Harbor College offers degree and certificate programs aligned with the mission of the College, including 14 associate degrees for transfer, 39 associate degrees, 28 certificates of achievement, and 43 skills certificates. The LAHC Catalog details the programs offerings, general education and requirements for each degree offered, designation of college level courses for which degree credit is granted, and the required number of units for each award (ER3.01 College Catalog). Recently, the College created eight Guided Pathways that provide students an education plan for completion of a degree in two years (ER3.02 Guided Pathways Sample Map). In the 2019-2020 academic year, Harbor awarded 1,486 associate degrees, 356 transfer-associate degrees, 691 certificates, and 16 noncredit awards (ER3.03 Annual College Profile 2021).

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

The governing board of the Los Angeles Community College District has the authority to appoint the president of the College and appointed Dr. Luis Dorado as interim president at its December 16, 2020, board meeting (ER4.01 LACCD Board Minutes 12-16-20). Authority to operate the College and administer Board policies is given to the president in Board Rule 9802.10, stating "The president of the College or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations" (ER4.02 LACCD Board Rule 9802.10 Primary Responsibility). Dr. Dorado is a full-time administrator and does not serve on the governing board of the district. LAHC is aware of its responsibility to notify the ACCJC when there is a change in the CEO appointment and has done so with each leadership change.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Los Angeles Community College District (LACCD) annually undergoes and makes available an external audit by a certified public accountant or an audit by an appropriate public agency. Los Angeles Harbor College is not audited as a separate entity. The governing board reviews these reports in a regularly scheduled meeting during public session, which includes discussion of management responses to any exceptions. The district files audit reports with the Los Angeles County Department of Education and all other public agencies as required.

An independent firm conducts audits of the LACCD financial aid programs on an annual basis. The district received an unmodified external audit, with no identified material weaknesses, for 2020 and 2021 (ER5.01 LACCD Financial Audit 06-30-2021 and 2020). The district has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years.

The student loan default rates at Los Angeles Harbor College fall within the acceptable range. The College's three-year cohort default rates during the last cohort years were under the Department of Education's 15 percent threshold. No default management plan was required. The 2018 cohort default rates were 10.5 percent; in 2017, the default rates were 6.1 percent; and, in 2016, the cohort default rates were 7.6 percent (ER5.02 LAHC Default Rates 2018, 2017, and 2016). Additional information regarding LAHC's compliance with Title IV federal regulations can be found in the College's response to the Policy on Institutional Compliance with Title IV.

Compliance with Eligibility Requirements Evidence List
ER1.01 California Community College Chancellor's Office List of Colleges
ER1.02 LACCD BP 1100
ER1.03 LAHC Accreditation Reaffirmation Letter

ER2.01 District Annual Student Headcount
ER2.02 Annual College Profile 2021
ER2.03 Enrollment History
ER2.04 Fall 2021 Schedule of Classes

ER3.01 College Catalog
ER3.02 Guided Pathways Sample Map
ER3.03 Annual College Profile 2021

ER4.01 LACCD Board Minutes 12-16-20
ER4.02 LACCD Board Rule 9802.10 Primary Responsibility

ER5.01 LACCD Financial Audit 2019-2020
ER5.02 LAHC Default Rates 2018, 2017, and 2016

F. Certification of Continued Compliance with Eligibility Requirements

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

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

Los Angeles Harbor College has made timely and appropriate efforts to solicit third-party comments in advance of the comprehensive evaluation visit through communications with the campus community and the communities it serves. Feedback was solicited during regular accreditation updates provided at shared governance committees and during the Accreditation Self-Study Report presentations at Academic Senate (CP1.01 Senate Minutes) and the College Planning Council (CP1.02 CPC Minutes). In addition, the draft of the Accreditation Self-Study Report was posted March 2022 through April 2022 on the Accreditation Website, which included an email address: lahc_accreditation@laccd.edu where campus or community members could send feedback.

The Accreditation website, accessible to the public, includes a link to the Third-Party Comments and Complaints Against Member Colleges of the Accrediting Commission for Community and Junior Colleges (ACCJC) (CP1.03 Accreditation Website). Also included are links to all recent reports submitted by the College to the ACCJC and the ACCJC response letters and reports, the Accreditation 2023 folder with timelines, College team members, information regarding the spring 2023 evaluation team visit, and a video explaining the accreditation process (CP1.04 Accreditation 2023 Website).

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

Los Angeles Harbor College has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each element. Evidence of defined elements of student achievement are consistent with Los Angeles Harbor College's Mission, and is documented in the LACCD District Dashboards, LAHC Data Dashboards, the Annual College Profile, and the College Factbook. Expected measures of student achievement performance are defined in the College's Institution-Set Standards and the Institution-Set Targets in the Strategic Educational Master Plan (SEMP).

The College's Institution-Set Standards, for instance, are calculated each year by the Office of Institutional Effectiveness using the college's three-year averages on student performance metrics, including degree completion, certificate completion, transfer, and licensure pass rate and job placement for Career Technical Education (CTE) programs (CP2.01 Institution-Set

Standards). The College's institution set targets in the SEMP were aligned with key state outcome measures in the Student-Centered Funding Formula (SCFF), Chancellor's Vision for Success, the Los Angeles Community College (LACCD) District Plan, and other state required plans aligned with the College mission (CP2.02 SEMP).

The College's Comprehensive Program Review and Unit Planning processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation (CP2.03 Program Review Manual). For Career Technical Education (CTE) programs, where licensure is required, licensure pass rate and job placement are used as additional student performance metrics.

Further information is available in Standards I.B.3, I.B.4, and I.B.9.

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

Los Angeles Harbor College follows the processes set forth in Administrative Procedure (AP) 4020 Curriculum Development (CP3.01 AP 4020 Curriculum Development) to ensure units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Further, AP 4020 criteria for clock-to-credit hour conversion adheres to Title 5 and the Program Course and Handbook Approval guideline issued by the California Community Colleges Chancellor's Office (CCCCO).

The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree in compliance with Board Policy (BP) 4100: Graduation Requirements for Degrees and Certificates (CP3.02 BP 4100 Graduation Requirements for Degrees and Certificates). The 60-unit minimum requirement is also specified under the Graduation Requirements section of the Course Catalog. This portion of the catalog states that "a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education" is required for an associate degree (CP3.03 LAHC Course Catalog, Graduation Requirements Section, p. 213). The College does not offer courses based on clock hours.

The LAHC catalog includes a section outlining the Cost of Attendance (CP3.04 College Catalog, pgs. 356-359) for students living at home, living away from home, and non-residents including a breakdown of the costs of tuition and fees, books and supplies, room and board, transportation, and other personal expenses. It includes examples of a 9-month budget, the cost of summer terms, and a 12-month budget.

Further information is available in Standards II.A.5, II.A.9, and I.C.6.

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

Transfer policies are published in the College catalog (CP4.01 College Catalog, p. 223-231) and on the website. Under the direction of the Counseling Division, the College established a robust Transfer Center providing students with both online and in-person information regarding transfer (CP4.02 Transfer Center Homepage). In addition, the College created 20 associate degrees for transfer to assist students with achieving their transfer goals.

LAHC Credit for Prior Learning policies follow LACCD Administrative Procedure (AP) 4235 (CP4.03 AP 4235 Credit for Prior Learning). The alternative methods for awarding credit and the process for the determination of eligibility for credit for prior learning, the prior learning assessment grading procedure developed in accordance with BP 4232 Pass/No Pass grading option (CP4.04 BP 4232 Pass/No Pass Grading Option), and the transcription of credit is detailed for students in the College's catalog (CP4.05 IIA10-15 College Catalog, Credit for Prior Learning Section, p. 386-392).

Consistent with BP 4050 and AP 4050 on articulation, LAHC has developed transfer articulation agreements with a wide variety of colleges and universities. Students can access information about transfer/articulation agreements in the College catalog (CP4.06 College Catalog, Transfer/Articulation Agreements, pgs. 228-229).

Further evidence of Harbor College's transfer policies is detailed in Standard II.A.10.

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

Los Angeles Harbor College offers Distance Education courses in fully synchronous, hybrid, and asynchronous formats consistent with the College Mission as outlined in Administrative Procedure (AP) 4023 Program Approval (CP5.01 AP 4023) and AP 4105 Distance Education (CP5.02 AP 4105 Distance Education).

Both traditional classroom courses and distance education courses are subject to the same curricular approval process. Following the College's curriculum process (CP5.03 Curriculum Handbook on Program Development), the faculty in instructional disciplines carefully follow state and federal guidelines to ensure all courses are appropriate to higher education and culminate in identified student learning outcomes. For a course to be offered as fully online or hybrid, a distance education addendum (CP5.04 DE Addendum) must also be completed and reviewed, ensuring the course meets both state Title 5 and federal Title IV provisions, is the same quality as a traditional classroom course, and that the course includes regular and effective contact between instructors and students.

A course delivered through distance education requires an instructor to maintain regular and effective contact with students. The College's standards for regular and effective contact include: the posting of announcements, feedback on assignments including discussion boards and quizzes, correspondence via direct message on Canvas, email, or voicemail, student-faculty or

student-student meetings, and live or recorded lectures or review sessions (CP5.05 Standards for Effective Contact). These standards are posted on the College's Distance Education Committee's website.

The Distance Education department, consisting of two co-coordinators and multiple coaches, attend weekly district distance education meetings, engage in regular and effective contact with faculty and staff by providing distance education updates at bi-weekly Academic Senate meetings, and inform faculty and staff of distance education certification trainings offered through the District's Vision Resource Center. The distance education coaches provide on-going support to the faculty and staff and assist with workshops. The Distance Education department, at the start of the COVID-19 pandemic, created a YouTube channel to offer "how-to" training videos for faculty, staff, and students (CP5.06 LAHC Distance Education YouTube Channel).

When fifty percent or more of a program, degree, or certificate can be completed via distance education, the College utilizes the substantive change process to inform the Commission. LAHC's Substantive Change Proposal to Offer at Least 50% of Course Units for Programs was last approved by the Commission in November 2020 during the COVID-19 pandemic (CP5.07 Substantive Change Form).

LAHC is committed to providing a safe learning environment for students by maintaining instruments for protecting student information and verifying the identity of students enrolled in distance education courses. The College follows AP 4105 Distance Education (CP5.08 AP 4105 Distance Education) stating, "Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit." The authentication process adopted by LAHC requires students to use their LACCD-issued secure login and password on the student portal, PeopleSoft SIS, and on the learning management system site Canvas. The LACCD-issued secure login and password grants students access to their Canvas course sites, email, academic record, and class registration.

The College does not offer correspondence education courses or programs.

Further information is available in Standards IIA.1, IIA.7, and IIB.1.

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

The Los Angeles Community College District and Los Angeles Harbor College have in place student complaint policies and procedures that are shared openly with the public. The LAHC College Catalog (CP6.01 Student Grievance Procedures, College Catalog, p. 424) and website (CP6.02 Student Grievance Procedure on Website) describe clear policies and procedures for handling student complaints. Student complaint files for the previous six years are available in the office of the Vice President of Student Services and demonstrate accurate implementation of the complaint policies and procedures.

In the event issues are not resolved at the College level, students can use the link on the Current Student Website (CP6.03 Current Student Website) to the California Community Colleges (CCC) Complaint Process Notices Website (CP6.04 CCC Compliant Process Notices), detailing information on the ACCJC complaint process and the Chancellor's Office legal division.

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

Los Angeles Harbor College provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies primarily through the College Catalog (CP7.01 College Catalog), the Schedule of Classes (CP7.02 Schedule of Classes), the College website (CP7.03 College Accreditation Website), and social media. The College Catalog contains all the information required by Standard I.C.2. LAHC publishes its accreditation status on the College website and in the College Catalog, including information on how to contact the appropriate agencies.

Further information is located in Standard IC.1, IC.4, and IC.5.

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

Los Angeles Harbor College is in compliance with federal regulations set forth in Title IV of the Higher Education Act (HEA). Los Angeles Harbor College follows LACCD Board Policy (BP) 5130 (CP8.01 BP 5130 Financial Aid), stating, "All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements." Consistent with BP 5130, the College follows standard practices with regards to financial responsibility requirements, program record keeping, and accountability.

The College's student loan default rate, 10.5 percent in the 2018-2019 academic year, is within the USDE acceptable range (under 15%) (CP8.02 Loan Default Rate). The College's three-year cohort default rates during the last cohort years were under the Department of Education's 15 percent threshold.

There have not been any negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Certification of Continued Institutional Compliance with Commission Policies Requirements Evidence List

CP1.01 Senate Minutes
CP1.02 CPC Minutes
CP1.03 Accreditation Website
CP1.04 Accreditation 2023 Website

CP2.01 Institution-Set Standards
CP2.02 SEMP
CP2.03 Program Review Manual

CP3.01 AP 4020 Curriculum Development
CP3.02 BP 4100 Graduation Requirements for Degrees and Certificates
CP3.03 LAHC Course Catalog, Graduation Requirements Section, p. 213
CP3.04 College Catalog, pgs. 356-359

CP4.01 College Catalog, p. 223-231
CP4.02 Transfer Center Homepage
CP4.03 AP 4235 Credit for Prior Learning
CP4.04 BP 4232 Pass/No Pass Grading Option
CP4.05 IIA10-15 College Catalog, Credit for Prior Learning Section, p. 386-392
CP4.06 College Catalog, Transfer/Articulation Agreements, pgs. 228-229

CP5.01 AP 4023
CP5.02 AP 4105 Distance Education
CP5.03 Curriculum Handbook on Program Development
CP5.04 DE Addendum
CP5.05 Standards for Effective Contact
CP5.06 LAHC Distance Education YouTube Channel
CP5.07 Substantive Change Form
CP5.08 AP 4105 Distance Education

CP6.01 Student Grievance Procedures, College Catalog, p. 424
CP6.02 Student Grievance Procedure on Website
CP6.03 Current Student Website
CP6.04 CCC Compliant Process Notices

CP7.01 College Catalog
CP7.02 Schedule of Classes
CP7.03 College Accreditation Website

CP8.01 BP 5130 Financial Aid
CP8.02 Loan Default Rate

Institutional Analysis

LAHC
LOS ANGELES
HARBOR COLLEGE

Education Changes Everything!

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

LAHC
LOS ANGELES HARBOR COLLEGE

Education Changes Everything!

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

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

A: Mission

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

Evidence of Meeting the Standard

The Los Angeles Harbor College (LAHC) mission statement was most recently approved by the College Planning Council and the Los Angeles Community College District Board of Trustees in spring of 2019. The LAHC mission statement is as follows:

Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.

Evidence of "Our Diverse Community"

Los Angeles Harbor College students come from diverse backgrounds in terms of ethnicity/race and age as shown in the charts on the right. Of the 7,720 students enrolled in fall of 2020, 61.6% are women, 38.2% are men, and .1% unknown (IA1-01 Annual College Profile).

In 2019-2020, 80% of LAHC's students (6,684 students of 8,351 enrolled) received more than $15 million in financial aid in the form of the Cal Grant B, California College Promise Method B or C, Pell Grant, and Supplemental Educational Opportunity Grant (IA1-02 CCCCO Financial Aid Report).
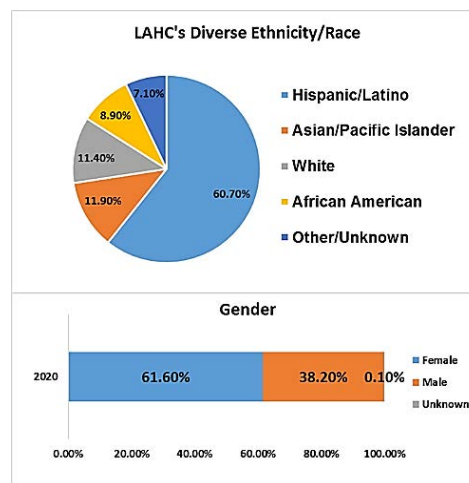
Nearly three quarters of all students (73.5%) from the College's top five feeder high schools qualify for Free or Reduced-Price Meals (FRPM)—14.3 percentage points higher than the California average. Three of the five schools have a FRPM rates of 76.7% - 93.3% (IA1-03 FRPM Rates).

Diverse Educational Backgrounds

- First-Time Student
- First-Time Transfer Student
- Returning Student
- Continuing Student
- Uncollected/Unreported
- Special Admit Student

177, 860, 941, 365, 546, 4,878
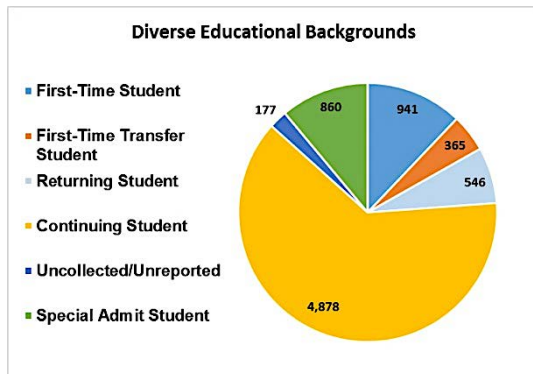
The chart on the left shows that LAHC students come from diverse educational backgrounds. In fall of 2020, students were first time, returning, continuing, transfer, and special admit. Statistics on the educational attainment of Hispanics in our service area reflect that 39.7% have less than a high school diploma, 24.8% earned a high school or GED diploma, 24.1% have some college or associate degree, and 11.4% have a bachelor's degree (IA1-04 – OIE 2020 Data).

Degrees and Credentials Offered

LAHC "promote[s] equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society" by offering "associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction." In 2020-2021, LAHC offered 22 Associate in Arts for Transfer/Associate in Science for Transfer (AA-T/AS-T) degrees, 39 Associate of Arts/Associates of Science (AA/AS) degrees, and 64 Certificates. Of these programs, 27 are identified as career and technical education (CTE) programs (IA1-05 List of Awards).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The mission statement clearly defines the College's educational purposes ("promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society"), its intended student population ("our diverse community"), and the types of degrees and other credentials it offers ("associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction").

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

Evidence of Meeting the Standard

LAHC's planning model (IA2-01 Collegewide Planning Model Handbook) illustrates how the College collects and evaluates data to determine how well it is accomplishing its mission. In the College's planning model (see diagram on the right), the mission is at the center of all planning. The College's Strategic Educational Master Plan (SEMP) (IA2-02 SEMP) and the Institutional Student Learning Outcomes (IA2-03 ISLOs) were purposefully revised to reflect the College mission. The alignment of the mission to the SEMP goals and Institutional Student Learning Outcomes (ISLOs)
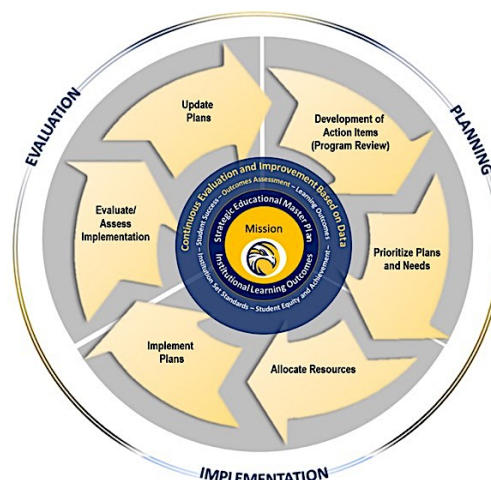
assures that the mission directs institutional priorities in meeting the educational needs of the students.

In the planning model, institutional outcomes and goals are operationalized in the SEMP goals and ISLOs. The goals and objectives in the SEMP align with Student Success Metrics, Learning Outcomes, achievement towards Institution-Set Standards, and Student Equity and Achievement Outcomes reflecting key state outcome measures in the Student-Centered Funding Formula (SCFF) (IA2-04 SCFF Metrics), Chancellor's Vision for Success (IA2-05 Chancellor's Vision for Success Website), LACCD District Plan (IA2-06 LACCD District Plan), and other state required plans aligned with the College mission. For instance, outcome measures related to achievement of the College mission such as learning progress, momentum, employment, earnings, completion rates, course success, equity and achievement measures, and successful enrollment are reflected in the outcomes of the SEMP. ISLOs are operationalized through their alignment with program and student level outcomes.

To measure accomplishment of the College mission, LAHC collects and evaluates data to assess progress on institutional outcomes. The data collected on the SEMP and ISLO outcomes is reported in the: Annual College Profile (IA2-07 Annual College Profile 2021), LAHC College Factbook (IA2-08 LAHC College Factbook), Los Angeles Community College District's (LACCD) data dashboard (IA2-09 LACCD Data Dashboard), LAHC Program Review data dashboard (IA2-10 LAHC Data Dashboard), and in college surveys and reports (IA2-11 Sample Report).

In 2015, to strengthen evaluation of the mission through the assessment process (e.g., program review and student learning outcomes assessment), the Harbor Assessment-based Planning System (HAPS), a system based on the mission hierarchy model described in Standard IA3, was implemented. Through the alignment of program review and the ISLOs to the College mission, data collected at the student level is used to evaluate achievement of the mission. The College's 2018 evaluation of the 2014-2017 SEMP (IA2-12 SEMP 2014-2107 Evaluation Presentation) demonstrates how the alignment of the College's mission with the SEMP and ISLOs allow for an assessment of the achievement of the mission (IA2-13 SEMP Achievement Summary Report); it also shows how the College used the results of the SEMP evaluation process (IA2-14 SEMP Evaluation Survey Results) as a basis for establishing new priorities including in the 2018-2023 SEMP and the revisions to the College's ISLOs (IA2-15 - ISLO Workgroup Revision Process).

During the 2022 college-wide planning model revision process, the College recognized the evaluation of outcomes data and resulting planning to better meet student needs occurring throughout the College's shared governance structure (IA2-16 Participatory Governance Handbook). To better capture and align the outcomes evaluation process occurring in shared governance committees with resource allocation, the College modified its resource allocation process to allow committees to formulate action plans. These action plans serve as the basis for committee resource requests (IA2-17 Revised Resource Prioritization Timeline 2022).

Evaluations of the SEMP and ISLO outcomes data and the resulting improvement actions serve as the basis for resource allocation as demonstrated in the revised Resource Request and Budget Allocation Process (IA2-18 Budget Development Process 2022). Further, since all College plans

are aligned with the mission through the goals of the Strategic Educational Master Plan (SEMP) and Institutional Student Learning Outcomes (ISLO), (e.g., IA2-19 Student Equity and Achievement (SEA) Plan; IA2-20 Enrollment Management Plan (EMP); IA2-21 Technology Master Plan), the evaluation of SEMP and ISLO outcomes serve as the foundation for the revisions made in college plans. Together, these processes demonstrate how the College mission directs institutional priorities in meeting the educational needs of students.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. In LAHC's data driven college-wide planning model, the alignment of the College mission with the College's ISLOs and the SEMP goals, allows for an evaluation of the mission through the assessment of student success metrics, learning outcomes, student equity and achievement data, and progress on the College institution-set standards. This evaluation process, occurring through the shared governance structure, program review process, and student learning/area outcome assessment process, results in the development of action improvement plans, serving as the basis for resource allocation and ongoing college-wide planning.

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

Evidence of Meeting the Standard
The Harbor Assessment-based Planning System (HAPS) is an integral part of the College's Planning Model (IA3-01 HAPS Website). To strengthen the evaluation of its mission, the College implemented the Harbor Assessment-based Planning System (HAPS) in fall 2015. In the Harbor Assessment-based Planning System, the Strategic Educational Master Plan (SEMP) (IA3-02 SEMP) and Institutional Student Learning Outcomes (ISLOs) (IA3-03 ISLOs) are aligned with the College's mission. Accomplishment of the College mission, therefore, can be evaluated based on measuring progress towards the SEMP goals and ISLOs (see diagram below).
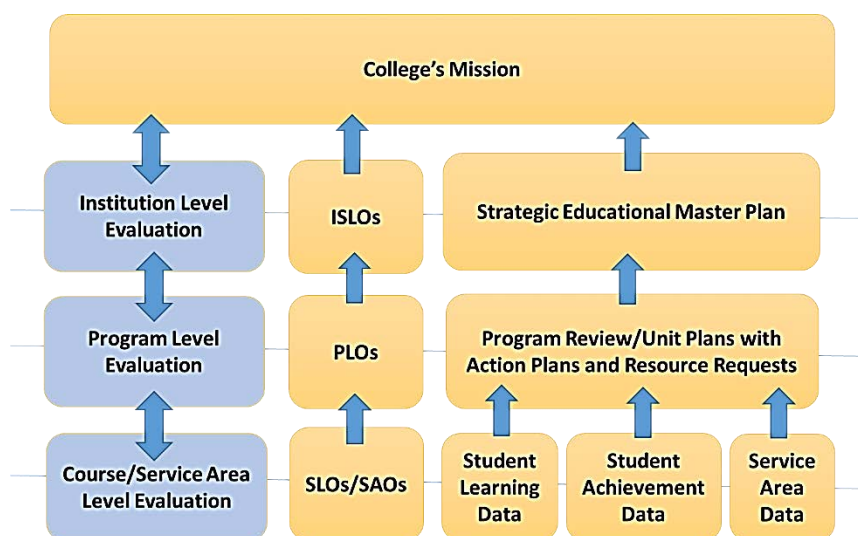
As demonstrated in the diagram above, the HAPS model directly connects College programs and services with the College mission through the SEMP and ISLOs. College programs and services measure course and service area outcomes, aligned with the mission through the learning/area outcomes roll-up model (alignment of the student, program, and institutional learning outcomes).

Program review/unit plans were also purposely designed to align with the College's mission and the goals and objectives in the SEMP. These processes are both directly tied to resource allocation through the development of action plans serving as the basis for resource requests (IA3-04 College Planning Model Diagram).

The College's planning model (as shown in IA2) details how the action plans are used as the basis for institutional planning. Action plans generated from the comprehensive self-evaluation taking place during the program review and student learning outcomes assessment process provide a basis for the allocation of resources, highlighting the relationship between these processes (IA3-05 Budget Development Process).

The HAPS model, therefore, connects what happens at the course and service level to the planning occurring at the institution level. It allows academic departments and service areas to identify strengths, areas of improvement, and to establish goals for student success based on course and area outcome assessments and progress towards institution-set standards and targets aligned with the SEMP, thereby providing a means for evaluating how well the College is accomplishing its mission by meeting strategic goals and targets (IA3-06 Program Review Design Presentation); in turn, these evaluations serve as a basis for resource allocation to facilitate the improvement of student learning and achievement.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC's planning model defines the measures used to assess all college programs. The alignment that occurs across the continuum of the Harbor Assessment-based Planning System (HAPS) assures that all college programs and services are aligned with the college mission. The integration of HAPS into the college-wide planning model assures that the mission guides institutional planning, informs resource allocation and the decision-making processes, and the institutional goals for student learning and achievement.

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

Evidence of Meeting the Standard
The College articulates and widely publicizes its mission in various locations, including the LAHC Catalog (IA4-01 College Catalog), the Schedule of Classes (IA4-02 Schedule of Classes), the Strategic Educational Master Plan (SEMP) (IA4-03 SEMP), and the Faculty Handbook (IA4-04 Faculty Handbook). It is also posted on the College website (IA4-05 Mission on College Website) and on shared governance homepages (IA4-06 Sample College Mission on Shared Governance Website). Seventy-two percent of respondents in the 2017 LAHC Campus Climate

Survey either "strongly agreed" or "agreed" that the College "provides me with information about its mission" (IA4-07 2017 LAHC Campus Climate Survey). Faculty are also encouraged to include the mission statement on their syllabi and as a part of their email signature statements.

The College mission was most recently revised in spring of 2018 and was approved by the College Planning Council in December of 2018 (IA4-08 CPC Minutes 12/18) and the Los Angeles Community College District (LACCD) Board of Trustees (BOT) May of 2019 (IA4-09 BOT Minutes 5/19).

The new mission statement: "Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society."

The former mission statement: "Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes."

Analysis and Evaluation
The evidence demonstrates the College meets this standard. To ensure the College's mission is up to date, the mission is periodically reviewed during the closing evaluation of the SEMP, scheduled to occur every 5-years. As a result of the last SEMP evaluation, the College mission was revised to: align with the Strategic Educational Master Plan (SEMP) and Institutional Student Learning Outcomes (ISLOs) (e.g., "We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society" was added to show the alignment between our mission and success metrics and learning outcomes in our SEMP), the wording was changed to better describe the intended population at LAHC (e.g., "serves our diverse community"), and to accurately reflect curriculum changes (e.g., "basic skills instruction" was removed and replaced with "adult and noncredit instruction" to reflect state curricular changes).

Conclusions on Standard IA: Mission
The widely published College mission statement, approved by the institution's governing board, serves as the foundation for all institutional planning. All programs, services, and College plans are aligned with the College's mission through the Strategic Educational Master Plan (SEMP) and Institutional Learning Outcomes in the College-wide and Harbor Assessment-based Planning System (HAPS) model. This alignment allows the College to assess accomplishment of its mission through the evaluation of student success metrics, student equity and achievement outcomes, progress towards the College's institution-set standards, and learning outcomes in the program review/unit planning and shared governance processes. The action plans developed from the evaluation of outcomes data direct institutional planning and resource allocation to meet the educational needs of students. The mission statement is periodically reviewed to ensure that it accurately reflects the College's diverse student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement.

Standard IA Evidence List

IA1-01 Annual College Profile
IA1-02 CCCCO Financial Aid Report
IA1-03 FRPM Rates
IA1-04 OIE 2020 Data
IA1-05 List of Awards

IA2-01 Collegewide Planning Model Handbook
IA2-02 SEMP
IA2-03 ISLOs
IA2-04 SCFF Metrics
IA2-05 Chancellor's Vision for Success Website
IA2-06 LACCD Strategic Master Plan
IA2-07 Annual College Profile 2021
IA2-08 LAHC College Factbook
IA2-09 LACCD Data Dashboard
IA2-10 LAHC Data Dashboard
IA2-11 LA College Promise Survey Results
IA2-12 SEMP 2014-2107 Evaluation Presentation
IA2-13 SEMP Achievement Summary Report
IA2-14 SEMP Evaluation Survey Results
IA2-15 ISLO Workgroup Revision Process
IA2-16 Participatory Governance Handbook
IA2-17 Revised Resource Prioritization Timeline 2022
IA2-18 Budget Development Process 2022
IA2-19 Student Equity and Achievement (SEA) Plan
IA2-20 Enrollment Management Plan (EMP)
IA2-21 Technology Master Plan

IA3-01 HAPS Website
IA3-02 SEMP
IA3-03 ISLOs
IA3-04 College Planning Model Diagram
IA3-05 Resource Allocation and Budget Process
IA3-06 Program Review Design Presentation

IA4-01 College Catalog
IA4-02 Schedule of Classes
IA4-03 SEMP
IA4-04 Faculty Handbook
IA4-05 Mission on College Website
IA4-06 Sample College Mission on Shared Governance Website
IA4-07 2017 LAHC Campus Climate Survey
IA4-08 Mission Stmt Approval, CPC Minutes 12/18
IA4-09 Mission Stmt Approval, BOT Minutes 5/19

B. Assuring Academic Quality & Institutional Effectiveness

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

Evidence of Meeting the Standard

The College's planning model ensures that regular and substantive dialogue is embedded in its planning model (B1.01 Planning Model Diagram with Outcomes Assessment Process). At the course and service area level, regular and substantive dialogue about learning outcomes occur as a part of the student learning and area outcomes process (SLO/SAO). SLOs/SAOs are assessed annually, with substantial dialogue occurring at the discipline level on achievement of course and area outcomes, including dialogue about best practices and areas of improvement. These discussions result in action improvement plans, ensuring continuous improvement of student learning and achievement. For instance, equity groups including CHAMPS, Puente, Asian Pacific American Student Success (APASS), Veterans, the Dream Resource Center, Umoja, and Special Programs and Services (SPS) discussed outcomes and action plans to address equity gaps at the Student Success Coordinating Committee (SSCC) (IB1-02 Best Practices Discussion, SSCC Minutes 3-1-21).

At the program level, the annual academic unit planning/program review processes include substantive dialogue about student outcomes, student equity, and academic quality (IB1-03 Program Review Handbook). Action plans are generated based on review of the data in the program review/unit planning processes and are used to inform continuous improvement of these programs to enhance student learning and achievement (IB1-04 Sample Action Plan).

At the institutional level, collegial dialogue focusing on student equity, learning outcomes, and effectiveness to support continuous improvement of student learning and achievement occurs at several campus wide forums and at the College's committees. For example, in 2021, the College held a LAHC Data Summit (IB1-05 Data Summit Presentation), LAHC Budget Summit (IB1-06 Budget Summit Agenda), and an Enrollment Town Hall (IB1-07 Enrollment Town Hall Presentation), all involving the presentation of student outcomes and equity data, followed by discussions of areas of strengths and weaknesses that the College can build upon.

The College's shared governance structure also ensures sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For instance, at the Student Success Coordinating Committee, the first-year completion rates for Math and English were presented by the different equity groups (IB1-08 Puente Presentation on First Year Math and English Completion Rates), such as Puente, Umoja, Asian Pacific American Student Success (APASS), and Veterans to stimulate a discussion about how to address equity gaps (IB1-09 SSCC Minutes 4-19-21). At the Academic Senate, in-depth collegial dialogue occurs about the College's programs and their effectiveness at meeting student outcomes, as well as the academic quality of programs (IB1-10 Academic Senate Minutes: Pace Program Review Discussion). The College Planning Council (CPC) reviews achievement of the College's Strategic Educational Master Plan (SEMP) outcomes (IB1-11 SEMP Review Presentation). CPC

used the SEMP evaluation results (IB1-12 SEMP Survey Results) as a basis for the revisions made in the 2018-2023 SEMP and to the Institutional Student Learning Outcomes (ISLOs) (IB1-13 ISLO Workgroup).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The College-wide planning model ensures that dialogue on academic quality and institutional effectiveness occurs at all levels of the institution. Sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur annually in the unit planning/program review processes, the learning outcomes assessment process, through college campus wide forums such as Town Halls and Summits, and in college shared governance committees.

> I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard
Student Learning Outcomes (SLOs) and Student Area Outcomes (SAOs) are defined for all instructional and learning support services. Discipline faculty develop SLO statements for courses as a part of the curriculum process and statements are recorded in eLumen (IB2-01 SLO List). The College defines SAOs as the measures defined in the Strategic Educational Master Plan (SEMP) (IB2-02 SAO List: SEMP Measures in SEMP).

The College initially used SharePoint to record SLO assessment results (IB2-03 Sample SLO Assessment SharePoint), but recently adopted and migrated data to eLumen (IB2-04 Sample eLumen SLO Assessment). All SLOs are defined by program faculty, approved through the curriculum process, and are listed in eLumen (IB2-05 Curriculum Handbook). Faculty coordinators create and plan assessment activities for their departments in eLumen. SLOs are assessed annually. Assessment results are entered by faculty for course sections assessed in eLumen each semester.

In the College's student support areas, SAOs for student and learning support programs are assessed annually in the unit planning process (IB2-06 Sample SAO Assessment) and through surveys (IB2-07 Sample Survey). Student and learning support programs assess their progress towards articulated SEMP measures. The results of these assessments are recorded in SharePoint (IB2-08 SAOs Results Posted).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The College defines SLOs through the curriculum process. SAOs are defined in the Strategic Educational Master Plan as the SEMP measures. Assessments occur annually for both SLOs, which are recorded in eLumen, and SAOs, which are currently recorded in SharePoint and will soon migrate to eLumen.

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

Evidence of Meeting the Standard

The College establishes institution-set standards that are appropriate to LAHC's mission. The College's Institution-Set Standards are calculated each year by the Office of Institutional Effectiveness using the College's three-year averages on student performance metrics, including degree completion, certificate completion, transfer, and licensure pass rate and job placement for Career Technical Education (CTE) programs (IB3-01 2020-2021 Institution-Set Standards).

The College's institution-set targets in the Strategic Educational Master Plan (SEMP) were aligned with key state outcome measures in the Student-Centered Funding Formula (SCFF), Chancellor's Vision for Success, the Los Angeles Community College (LACCD) District Plan, and other state required plans aligned with the College mission (IB3-02 SEMP).

The College's Comprehensive Program Review and Unit Planning processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation (IB3-03 College Planning Diagram). For Career Technical Education (CTE) programs, where licensure is required, the licensure pass rate and job placement rate are used as an additional student performance metric. In the program review process, student success metrics and learning outcomes data are measured against the college's institution-set standards and targets to show how well the program is meeting the college's mission and strategic educational master plan goals (IB3-04 Sample Program Review). Action plans for improvement are generated in the program review planning process when a program does not meet the standard (IB3-05 Sample Action Plan). The evaluation of the data that occurs in the program review process informs continuous improvement through the College-wide planning process (IB3-06 Program Review Manual).

The institution-set standards are published on the program review dashboard (IB3-07 Institution-Set Standards on Program Review Dashboard) and the institution-set targets are published in the College's SEMP, which is posted throughout the College's website.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC's Office of Institutional Effectiveness annually calculates institution-set standards for student achievement appropriate to the mission. The institution-set targets, aligned with key state required plans, are defined in the Strategic Educational Master Plan (SEMP). In the program review process, the College assesses student performance against the institution-set standards and institution set-targets to determine institutional effectiveness and academic quality. The evaluation of the data and supporting narratives derived from this process provide the basis for improvement actions and resource allocation and is used to inform college-wide planning and budget decisions. The institution-set standards and targets are published on the College website.

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

Evidence of Meeting the Standard

The use of assessment data to organize the College's institutional processes to support student learning and student achievement is detailed in the College's planning model (see diagram below).
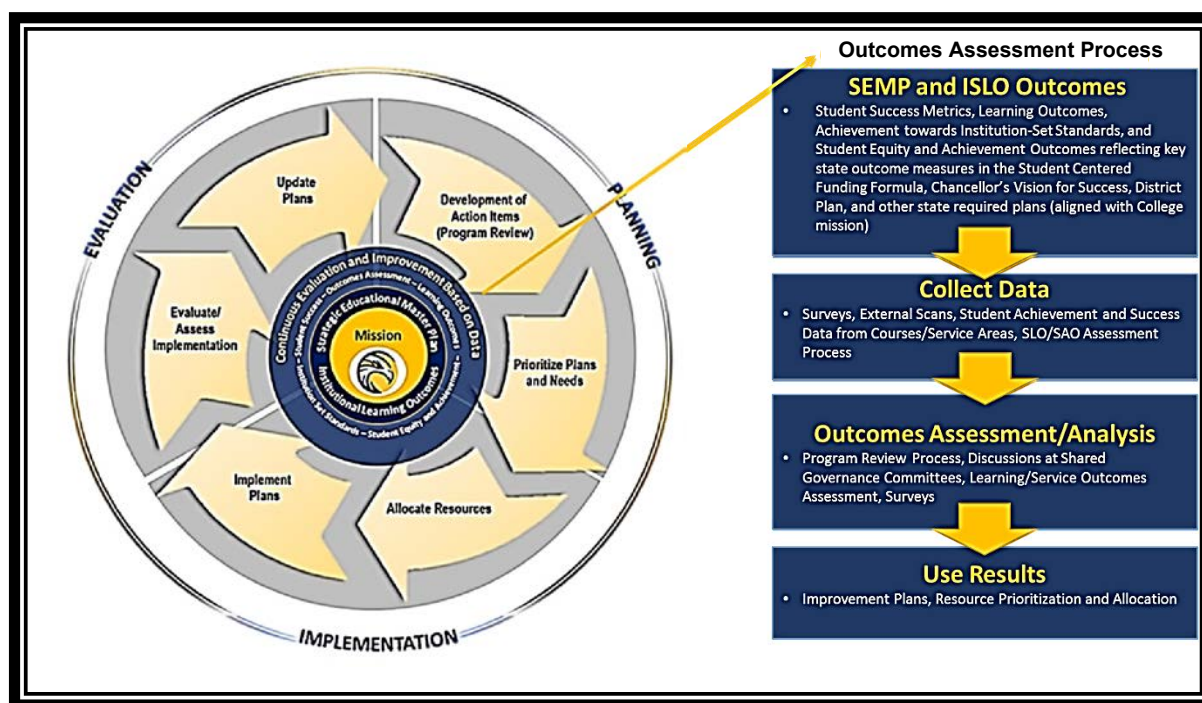
In the outcomes assessment process described in the diagram above, outcomes assessment from the program review process (IB4.01 Psychology Program Review with Annual Updates), discussions at shared governance committees (IB4.02 SEMP Outcomes Data Discussion, SSCC Minutes 12.7.20), learning/service area outcome assessments (IB4.03 Sample SLO Assessment; 1B4.04 Sample SAO Assessment), college reports (IB4.05 District SEMP Outcomes Report; IB4.06 Annual College Profile; IB4.07 Enrollment Report SCFF Outcomes), and surveys (IB4.08 LAHC Technology Survey) serve as the foundation for improvement plans and resource prioritization and allocation. These results are also incorporated across other College Plans (e.g., IB4.09 Strategic Educational Master Plan (SEMP), IB4.10 College Technology Master Plan, and IB4.11 Student Equity and Achievement (SEA) Plan).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The College's planning processes demonstrate how assessment data is at the core of college planning and how these processes support student learning and achievement in alignment with our mission.

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

Evidence of Meeting the Standard

In 2015, the College integrated the Harbor Assessment-based Planning System (HAPS) into its planning model (see standard IA3 detailing the alignment between the College mission and programs and services using the HAPS model). Using the HAPS model, ISLOs and program review/unit planning were purposely revised to reflect the College mission.
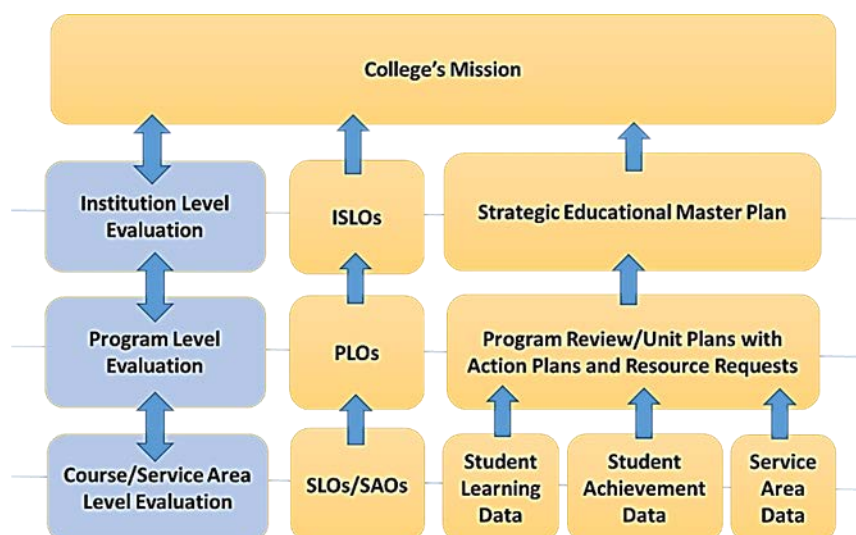
In the HAPS roll-up model, student learning and service area level outcomes (SLOs and SAOs), Program Level Outcomes (PLOs), and Institutional Student Level Outcomes (ISLOs) are aligned. With the ISLO and mission alignment, course and service area level outcome assessments provide a means of measuring progress towards the mission.

During spring of 2021, in the spirit of ongoing improvement of our processes, the academic program review process was revised using the assumptions in HAPS. Revisions were made to further strengthen the connection between program review and the College mission (IB5-01 Program Review Revision Presentation). This new process combined the academic annual unit planning and comprehensive program review processes into one: program review with annual updates (IB5-02 Program Review Handbook). Data is disaggregated by program type and mode of delivery (e.g., DE and non-DE course data evaluations take place), and each discipline conducts its own program review. Consistent with the former program review template, programs evaluate progress towards the College institution-set standards and targets aligned with the SEMP goals and student learning outcome assessment data to innovate curriculum and make programmatic changes (IB5-03 Sample Program Review). Qualitative (IB5-04 Sample SLO Qualitative Data) and quantitative data (IB5-05 Sample SLO Quantitative Data) from SLO assessment results provide a means for the program to measure the program's progress towards the college's institutional learning outcomes. Further evaluation of official quantitative data provided by the college's Office of Institutional Effectiveness (OEI) on key performance

indicators related to student achievement, such as course completion rates, Full-Time Equivalent Student (FTES), Full-time Equivalent Faculty (FTEF), and degree and certificate completion rates occur (IB5-06 Sample Data Sheet). The evaluation of SLO assessments and student achievement data can be supplemented by empirically validated survey data and external feedback on the program from area experts.

Career Technical Education (CTE) programs complete additional program review modules, including an evaluation of the feedback from advisory committees and data pertaining to licensure pass rates and job placement rates (IB5-07 Business Program Review with CTE Modules).

A new program review dashboard with completion data disaggregated by gender, ethnicity, and age was made available in spring of 2022 (IB5-08 Program Review Dashboard with Disaggregated Data). The Assessment Committee voted to add an equity data evaluation module to the program review template (IB5-09 Approval of Equity Module, Assessment Committee Minutes 2.15.22), allowing programs to evaluate the disaggregated data against the institution-set standards and formulate action plans when necessary (IB5-10 Sample Equity Module from Program Review Template).

While the academic side has combined program review and unit planning into one process, service areas continue to prepare annual unit plans involving an evaluation of progress towards the SEMP goals, objectives, and measures (IB5-11 Sample Service Area Unit Plan). The unit planning process was developed based on the HAPS assumptions and is therefore aligned with the College mission and serves as a means of assessing accomplishment of the mission.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The alignment of the student/service area outcomes assessment process and the mission in the roll-up model, and the program review alignment with the mission through the SEMP, connects what happens at the course level to the planning occuring at the institution level. These processes allow academic departments and service areas to identify strengths, areas of improvement, and to establish goals for student success based on SEMP outcome measures, institution set standards and targets, and student learning/area outcome assessment results; thereby providing a means for evaluating how well the college is accomplishing its mission and meeting strategic goals and targets. It further allows for the formulation of new goals based on the evaluation of data. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Recognizing the need to bridge the gap between the service and academic areas, the College is in the process of revising the service area unit planning process to make it more cohesive with the academic program review process. As in the case with academic program review, the other College clusters (e.g., student services and administrative services) are in the process of converting unit planning to a more comprehensive annual program review process; the revised process will not only review progress towards the SEMP goals but will also evaluate College-wide progress towards the institution-set standards and involve discussions related to the role the service areas play in contributing to the College's achievement and success outcomes. Program review on the academic side will discuss future revisions to include an evaluation of the

contribution of the College's service areas to programmatic success, resulting in a more holistic review of the program within its broader context. These projects are further detailed in the Quality Focus Essay (QFE).

> I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The College disaggregates learning outcomes and achievement data for subpopulations of students. Data is disaggregated by gender, age, and ethnicity at the institutional level on the College's data dashboard (IB6-01 LAHC Data Dashboard), at the academic program level (IB6-02 LAHC Data Dashboard at Program Level), and for specific support programs (IB6-03 LACCD Data Dashboard).

In the College's recently revised program review process, learning outcomes and achievement data are disaggregated by age, ethnicity, and gender (IB6-04 Sample Program Review Data Dashboard with Disaggregated Data). In the program review process, programs identify gaps and develop action plans to address these gaps (IB6-05 Psychology Program Review with Equity Action Plan). For instance, based on a review of the disaggregated data for the College's Psychology Statistics program, the program developed an action plan to partner with equity groups to develop specialized culturally relevant curriculum to attempt to mitigate the gaps found in achievement among different ethnic groups. Progress and effectiveness on the action plans stemming from the assessment of the disaggregated data is evaluated in the program review/unit planning process. Resource requests are made as a part of the program review/unit planning process (IB6-06 Sample Resource Request). Action plans stemming from the program reviews/unit plans serve as the basis for resource allocation. In the aforementioned example of the College's Psychology Statistics Program, the department submitted a resource request to help secure human, technological, and fiscal resources to support the development of curriculum and need for faculty with this area of specialty (IB6-07 Psychology FHPC Presentation), which was approved by the College President (IB6-08 President's FHPC Decision Report).

With the college's recent transition to the new data management system eLumen, learning outcomes data can also be disaggregated for subpopulations of students (IB6-09 Sample Data Chart from eLumen) at the institution and program levels. This data will be used in the program review process, including in the development of action plans which are tied to resource request, once there is a sufficient sample size.

Assessment data is also disaggregated for specialized programs. At the Student Success Coordinating Committee, equity groups such as Puente, Umoja, Asian Pacific American Student Success, and Veterans presented data on first-year math and English completion rates to evaluate programmatic success in these areas (IB6-10 Puente Presentation on First Year Math and English Completion Rates). Assessment of equity gaps in achievement at the institution level led to the development and resource allocation for the LAHC Equity Village (IB6-11 Equity Village Plans).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC disaggregates and analyzes learning outcomes and achievement for subpopulations of students at the program level and at the institution level. Performance gaps are identified through discussions at college committees and through the program review process. When the institution identifies performance gaps, it implements strategies, including allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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

Evidence of Meeting the Standard
Regular evaluation of instructional programs, student and learning support services, and resource management occur through the annual program review/unit planning processes. The program review/unit planning process is aligned with the College's mission through the Strategic Educational Master Plan (SEMP) and the College's Institutional Learning Outcomes (ISLOs) (IB7-01 HAPS Diagram). An evaluation of progress towards the SEMP goals and ISLOs allow all areas to determine how effectively their areas are supporting academic quality and accomplishment of the mission.

District and College surveys also provide a means for evaluating policies and practices across all areas of the institution. For instance, the College uses student surveys to gather data related to support programs and services (IB7-02 Sample Survey) and Faculty surveys, such as professional development surveys (IB7-03 Opening Day Faculty Evaluation Survey), as well as technology surveys (IB7-04 Technology Survey) to determine the effectiveness of the College's policies and practices.

Shared governance committees also work to continually evaluate and innovate their processes. For instance, the Assessment Committee formed a Program Review Workgroup to evaluate and improve the academic program review process (IB7-05 Program Review Revision Workgroup), resulting in an updated Program Review process (IB7-06 Program Review Handbook). Further, through the evaluation of outcomes data, and the College's improved processes within the Budget Committee (IB7-07 Budget Committee Summit), a new College Resource Allocation/Budget Development process was created (IB7-08 Resource Allocation and Budget Development Process 2022).

At the end of each calendar year, all shared governance committees complete a Committee Self-Evaluation Form (IB7-09 Committee Evaluation Form). Committee members have the opportunity to annually evaluate the committee's effectiveness in relationship to the accomplishment of the mission by reviewing the committee descriptor, membership, progress towards goals, and to establish new goals. Any changes to the committee made during this process is presented at the College Planning Council for approval (IB7-10 CPC Minutes with Discussion/Approval of Changed Committee Descriptor).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The college demonstrates that it regularly evaluates policies and practices across all areas of the institution, including instructional programs, student learning support services, and resource management through the program review/unit planning processes and district and college surveys. Governance processes are also annually evaluated through the end of year Committee Self-Evaluation forms.

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

Evidence of Meeting the Standard
The primary means of communication of assessment and evaluation activities is via the College website (IB8-01 Planning Website). Assessment data collected from surveys (IB8-02 District Student Survey Results), the program review process (IB8-03 Sample Program Review), and course level and service area outcome assessment activities (IB8-04 Sample Course Level Assessment) are available on the College's internal SharePoint website. The results of outcomes assessments are also communicated through District Reports (IB8-05 District Strategic Plan Outcomes Report), College and District reports (IB8-06 College's Annual Profile), and through the College's and District's data dashboards (IB8-07 College Data Dashboard; IB8-08 District Data Dashboard).

The assessment of data in the program review (IB8-09 Sample Program Review) and unit planning (IB8-10 Sample Unit Plan) processes also allows for a shared understanding of the College's strengths and weaknesses in achievement of its mission and goals. The action planning process that occurs as a part of program review and unit planning is used to set priorities for the college, including resource allocation (IB8-11 SEA Funding Retreat).

Results of assessment and evaluation activities are also presented at college committees. The Office of Institutional Effectiveness (OIE) presents assessment and evaluation activities at committees such as the College Planning Council (IB8-12 CPC Minutes with OIE Outcomes Assessment Report).

Assessment and evaluation activities are also presented at College Summits. Annually, the LAHC Data Summit is coordinated by the OIE (IB8-13 LAHC Data Summit Presentation). The Data summit serves as a means to communicate college wide assessment results including performance on student success metrics such as student achievement data, the student-centered funding formula, and the SEMP goals, and serves as a basis for planning. The Budget Summits also involve the presentation and evaluation of assessment outcomes (IB8-14 Budget Summit Agenda) used to inform the College resource allocation and budget processes.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC broadly communicates the results of all its assessment and evaluation activities through the College's website via data dashboards, published surveys, outcome assessment reports, and as a part of the program review and learning outcomes assessment processes. Results of assessment and evaluation activities are

also communicated through presentation of surveys and other outcome data reports at college committees and through the College's Annual Data Summit. Communication of the assessment and evaluation activities allow the institution to have a shared understanding of its strengths and weaknesses and set appropriate priorities.

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

Evidence of Meeting the Standard

In fall of 2021, the College Planning Council formed a workgroup to revise the College-wide Planning Handbook and diagrams (IB9-01 Planning Model Workgroup). Los Angeles Harbor College's (LAHC) data-driven planning model focuses on systematic improvement based on the continuous cycle of evaluation, planning, and implementation.

In the College's planning model, the mission is at the center of all planning (IB9-02 Planning Model Handbook). The College's Strategic Educational Master Plan (SEMP), reflecting outcome measures from state required plans and the Institutional Student Learning Outcomes, were purposefully revised to reflect the College's mission. All College plans are aligned with the goals of the Strategic Educational Master Plan (SEMP) (IB9-03 SEMP) and Institutional Student Learning Outcomes (ISLOs) (IB9-04 ISLOs), demonstrating the connection between college-wide planning and the College's mission.
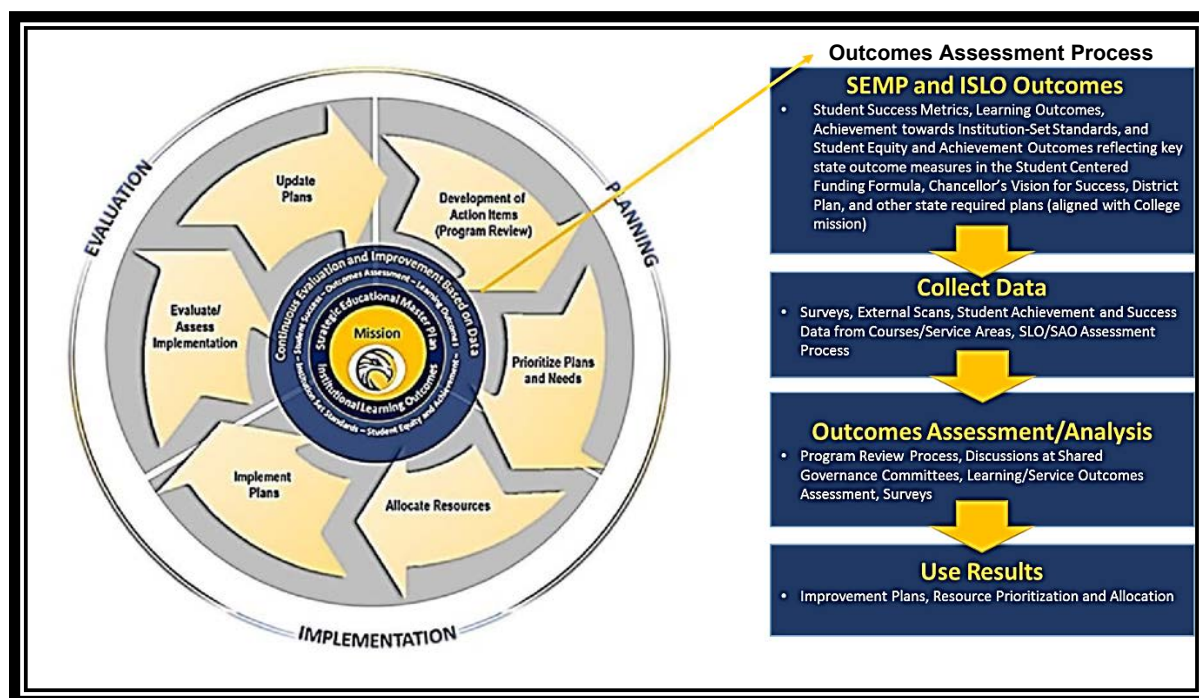
The evaluation of institutional outcomes including learning outcomes, student equity and achievement, student success, and progress towards the College's institution set-standards, serve as the basis for all planning, including resource prioritization and allocation (IB9-05 Outcome Data Chart; see Standard IB4).

The integration of the Harbor Assessment-based Planning System (HAPS) into the college-wide planning model allows for evaluation of the College's progress towards the College mission through the SEMP goals and ISLOs (see standard 1B5). SEMP performance measures in the program review and unit planning processes provide a means by which the College measures the accomplishment of its mission. Evaluation of the College mission also occurs through course and service area level outcome assessments facilitated through the learning outcomes roll-up model linking course/area level outcomes to the College mission. In the case that a program or unit is not meeting a performance metric or a learning/area outcome, action plans with improvement items are devised. The action plans generated during these processes result in the identification of short- and long-range needs for educational programs and services, resource allocation, and are the basis for institutional planning. Resource requests tied to the action plans generated during the program review/unit planning process are used to prioritize resources.

An example of the integration of unit planning, planning and resource allocation can be seen in the Student Equity and Achievement (SEA) Funding Process (IB9-06 SEA Plan). Student support programs participate annually in the program review/unit planning processes, evaluating achievement of SEMP goals, objectives, and measures. Action plans with resource requests are generated from this process. Unit plans (IB9-07 Sample Unit Plan) with resource requests are prioritized by the Student Success Equity Committee (IB9-08 Sample Prioritization List). The prioritization list is then used as a basis for the allocation of resources.

The faculty hiring process, which determines the full-time faculty positions recommended to the college President for hire each year, integrates student success metrics, program review data, learning outcomes, and resource allocation metrics as key components of its process (IB9-09 FHPC Handbook). Further, the President considers assessment data in the decision to hire from the Faculty Hiring List (IB9-10 President's 2021-2022 Hiring List).

In an ongoing effort to systematically improve the resource allocation process at the College, an evaluation of outcomes assessment data and the resource allocation and budget development model occurred at the fall 2021 Data Summit (IB9-11 Budget Summit Agenda 2021; IB9-12 SCFF Metrics Report); based on the results of the evaluation, in spring of 2022 at the Budget Summit (IB9-13 Budget Summit Agenda) a new budget and resource development process was presented. The new model allows each department and manager to review their annual unit plan and program review documents, and to identify resource requests linking those plans to the Strategic Educational Master Plan and Enrollment Management Plan (IB9-14 Budget Development Process 2022). The revisions to the resource allocation and budget development process, including the creation of a new program review and resource request timeline (IB9-15 Revised Resource Allocation Timeline), were made to strengthen the connection between program review/unit planning, resource allocation, and the budget development, ensuring that the budget reflects the college's priorities for student success.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The integration of the Harbor Assessment-based Planning Model (HAPS) into the College-wide planning model demonstrates how LAHC uses outcomes assessment and evaluation in its outcome assessment processes. The planning model demonstrates how program review/unit planning, planning, and resource allocation are all integrated into one continuous, broad based, systematic evaluation and planning system.

Conclusions on Standard IB: Assuring Academic Quality and Institutional Effectiveness
LAHC's institutional planning model centers on continuous improvement through assessment of outcomes data to evaluate, plan, and implement strategies to improve the quality of its educational programs and services.

The College systematically evaluates and makes public how well and in what ways it is accomplishing its mission, including the assessment of institutional outcomes. Integration of the Harbor Assessment-based Planning System into the College's planning model allows for an assessment of achievement of the College mission through the program review and outcome assessment processes. The program review process, involving an annual review of quantitative and qualitative course level outcome assessment data, serves as the primary means through which improvement plans are developed and evaluated for program effectiveness and through which resources are allocated.

Results of outcome assessments are widely communicated to the College through the College website, the program review process, the learning and area outcome assessment process, at College Committees, and at college forums/summits. Substantial dialogue pertaining to the results of outcome assessments is therefore embedded in the College's culture.

Improvement Plan
In 2022, the College received funding from IEPI to support an Innovation and Effectiveness project based on the evaluation of college-wide planning processes at town halls, summits, leadership retreats, and through the shared governance structure. An IEPI team including constituency leadership comprised of faculty, staff, and administrators from across the campus further discussed an assessed the College's processes at an IEPI retreat, leading to the development of four areas of focus in the Quality Focus Essay (QFE). These four areas are directly related to areas of identified improvement in Standard IB.

One area of focus in the QFE will be on unifying the College program review/unit planning processes across the campus. An area of strength identified in the current processes is that all areas, Academic Affairs, Administrative Services, and Student Services, complete either program review or annual unit plans aligned to planning outcomes in the College Strategic Educational Master Plan (SEMP). However, the reviews in each area are formatted differently. Following suit with the Academic Affairs Cluster, who recently revised their program review and unit planning processes, the other clusters are working on also only having one process, program review with annual updates. While support programs review progress towards SEMP goals reflecting the College institution-set targets, the program review for these areas will also be revised to evaluate achievement of the College's progress towards the institution-set standards.

This approach recognizes the role that support programs play in achievement of the College institution set standards. Further, academic programs are in the process of including revisions to the program review process to better reflect the role that service areas play in programmatic success. These revisions will reduce the silos that the College has identified as a barrier to campus-wide collaboration towards college goals.

A second area of focus in the QFE will be on moving towards an integrated planning process using student outcomes outlined in the Strategic Educational Master Plan as the basis for all planning. Outcomes reflecting all areas of the College (e.g., enrollment, technology, student equity, distance education, etc.) will be reflected in the new SEMP, eliminating the need for multiple plans. The integration of plans into one student outcomes driven plan allows for more cohesion across the College planning processes and ensures that student success is at the forefront of all planning.

Resource allocation, a third area of focus in the QFE, will be another area the College will work towards innovating. Currently, the resource allocation process focuses on allocation of resources based on departments, rather than Transfer, Career, and Academic Pathways (TCAPs). The program review process, serving as the basis for resource allocation, will also be revised to evaluate academic pathways success rather than department success. Further, student learning outcomes for TCAPs rather than discipline-based outcomes will be developed. Shifting the focus from discipline-based resource allocation to pathway-based allocation allows for a more holistic approach to evaluating student success and supporting the needs of students through the resource allocation process.

Finally, the fourth area of focus in the QFE will be on Equity and Guided Pathway Integration. In terms of planning and resource allocation, equity groups and guided pathways are currently operating as separate entities, and therefore are not capitalizing on the potential for shared resources. Recognizing that guided pathways provide equity groups with a pathway to student success, the College has devised a plan to work towards integrating the pathway model into the equity groups success plans (see the QFE for the details of the plan).

Standard IB Evidence List
> IB1-01 Planning Model Diagram with Outcomes Assessment Process
> IB1-02 Best Practices Discussion, SSCC Minutes 3-1-21
> IB1-03 Program Review Handbook
> IB1-04 Sample Action Plan
> IB1-05 Data Summit Presentation
> IB1-06 Budget Summit Agenda
> IB1-07 Enrollment Town Hall Presentation
> IB1-08 Puente Presentation on First Year Math and English Completion Rates
> IB1-09 SSCC Minutes 4-19-21
> IB1-10 Academic Senate Minutes: Pace Program Review Discussion
> IB1-11 SEMP Review Presentation
> IB1-12 SEMP Survey Results
> IB1-13 ISLO Workgroup

IB2-01 SLO List
IB2-02 SAO List: SEMP Measures in SEMP
IB2-03 Sample SLO Assessment Results
IB2-04 Sample SLO Assessment
IB2-05 Curriculum Handbook
IB2-06 Sample SAO Assessment
IB2-07 Sample Survey
IB2-08 SAOs Results Posted

IB3-01 2020-2021 Institution-Set Standards
IB3-02 SEMP
IB3-03 College Planning Diagram
IB3-04 Sample Program Review
IB3-05 Sample Action Plan
IB3-06 Program Review Manual
IB3-07 Institution-Set Standards on Program Review Dashboard

IB4.01 Psychology Program Review with Annual Updates
IB4.02 SEMP Outcomes Data Discussion, SSCC Minutes 12.7.20
IB4.03 Sample SLO Assessment
IB4.04 Sample SAO Assessment
IB4.05 District SEMP Outcomes Report 2.16.22
IB4.06 Annual College Profile 2021
IB4.07 Enrollment Report SCFF Outcomes
IB4.08 LAHC Technology Survey 2019
IB4.09 2018-2023 Strategic Educational Master Plan (SEMP)
IB4.10 College Technology Master Plan
IB4.11 Student Equity and Achievement (SEA) Plan

IB5-01 Program Review Revision Process
IB5-02 Program Review Handbook
IB5-03 Sample Program Review
IB5-04 Sample SLO Qualitative Data
IB5-05 Sample SLO Quantitative Data
IB5-06 Sample Data Sheet
IB5-07 Sample Program Review with CTE Modules
IB5-08 Program Review Dashboard with Disaggregated Data
IB5-09 Approval of Equity Module, Assessment Committee Minutes 2.15.22
IB5-10 Sample Equity Module from Program Review Template
IB5-11 Sample Service Area Unit Plan

IB6-01 LAHC Data Dashboard
IB6-02 LAHC Data Dashboard at Program Level
IB6-03 LACCD Data Dashboard
IB6-04 Sample Program Review Data Dashboard with Disaggregated Data
IB6-05 Psychology Program Review with Equity Action Plan

IB6-06 Sample Resource Request
IB6-07 Psychology FHPC Presentation
IB6-08 President's FHPC Decision Report
IB6-09 Sample Data Chart from eLumen
IB6-10 Puente Presentation on First Year Math and English Completion Rates
IB6-11 Equity Village Plans

IB7-01 HAPS Diagram
IB7-02 Sample Survey
IB7-03 Opening Day Faculty Evaluation Survey
IB7-04 Technology Survey
IB7-05 Program Review Revision Workgroup
IB7-06 Program Review Handbook
IB7-07 Budget Committee Summit Fall 2021
IB7-08 Resource Allocation and Budget Development Process 2022
IB7-09 Committee Evaluation Form
IB7-10 CPC Minutes with Discussion/Approval of Changed Committee Descriptor

IB8-01 Planning Website
IB8-02 District Student Survey Results
IB8-03 Sample Program Review
IB8-04 Sample Course Level Assessment
IB8-05 District Strategic Plan Outcomes Report
IB8-06 College's Annual Profile
IB8-07 College Data Dashboard
IB8-08 District Data Dashboard
IB8-09 Sample Program Review
IB8-10 Sample Unit Plan
IB8-11 SEA Funding Retreat
IB8-12 CPC Minutes with OIE Outcomes Assessment Report
IB8-13 LAHC Data Summit Presentation
IB8-14 Budget Summit Agenda

IB9-01 Planning Model Workgroup
IB9-02 Planning Model Handbook
IB9-03 SEMP
IB9-04 ISLOs
IB9-05 Outcome Data Chart
IB9-06 SEA Plan
IB9-07 Sample Unit Plan
IB9-08 Sample Prioritization List
IB9-09 FHPC Handbook
IB9-10 President's 2021-2022 Hiring List
IB9-11 Budget Summit Agenda Fall 2021
IB9-12 SCFF Metrics Report
IB9-13 Budget Summit Agenda Spring 2022

IB9-14 Budget Development Process 2022
IB9-15 Revised Resource Allocation Timeline

C. Institutional Integrity

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

Evidence of Meeting the Standard

The Los Angeles Harbor College Catalog serves as the primary resource by which the College communicates information to the public (IC1-01 College Catalog). The College Catalog includes the College mission statement, information about the College's education programs and student support services, and institutional and program level outcomes. The Catalog also has information about the College's accreditation status (IC1-02 Accreditation Status in College Catalog). The Catalog is posted on the website to provide ease of access for students and the public (IC1-03 Catalog on Website).

The Catalog Committee, a subcommittee of the Curriculum Committee, is charged with ensuring that the Catalog is accurate and up to date (IC1-04 Catalog Committee Responsibilities in the LAHC Curriculum Committee Policy and Procedures Manual, p. 2). The Catalog Committee works together with the Curriculum Committee and discipline faculty to review catalog content and identify necessary changes.

Additional information about student support services (IC1-05 Website with Listing of Student Support Services) and the College's accreditation status is available on the College's website (IC1-06 Accreditation Website).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Clear and accurate information is provided to students, personnel, and the community pertaining to the College's mission, learning outcomes, educational programs, and student support services. This information is reviewed on a continuous basis for accuracy and is updated in the College catalog. The College's Accreditation page, accessible via one click from the homepage, provides accurate information to students and the public about the College's accreditation status with all its accreditors.

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

Evidence of Meeting the Standard

LAHC provides both print and online versions of the 2021-2023 College catalog and catalog addendum (IC2-01 College Catalog). The catalog is updated every two years. When there are course or program modifications that occur between review cycles, the Catalog addendum provides an updated record of those changes. A catalog checklist is used to ensure that all the general information required in ER 20, including general information about the college, requirements, and major policies affecting students are included (IC2-02 Catalog Checklist).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The College meets this standard and ER 20 by providing an electronic catalog to the public. The online version is published every two years and is regularly updated via addendums to ensure accuracy and currency.

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

Evidence of Meeting the Standard

LAHC collects assessment data on student learning and evaluates student achievement in the outcomes assessment process, including in the program review process (IC3-01 Program Review Template), learning/service area outcome assessments (IC3-02 Sample SLO Assessment), discussions at shared governance committees (IC3-03 CPC Minutes 5-11-20; IC3-04 SSCC Minutes 4-19-21), at College Summits/Town Halls (IC3-05 Data Summit 2021), and thtough college reports and surveys (IC3-06 AB705 Outcomes Data Report; IC3-07 LA College Promise Survey Results). Assessment outcomes include course completion data, degree and certificate completion data, licensure pass rate, job placement rate, and transfer data and other student success, equity, and achievement metrics (IC3-08 Institution-Set Standards 20-21; IC3-09 Annual College Profile).

Assessment results are made available to the appropriate constituencies, including current and prospective students and the public, on the College website, including on the College's data dashboard (IC3-10 LAHC Data Dashboard), on the LACCD data dashboards (IC3-11 LACCD Data Dashboard), through the link on the College's website to LAHC's California Community College Student Success Scorecard, the U.S. Department of Education Scorecard, and The California Community College's Launch Board (IC3-12 Link to Student Success Scorecard, Dept. of Education Scorecard, and Launch Board on Outcomes Dashboard Website).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Documented assessment of student learning and achievement outcomes are collected and evaluated in the College's outcomes assessment processes. The completed program reviews, learning outcome assessments, shared governance evaluations, surveys, reports, and several sources of outcomes data are posted on the College's website, thereby allowing for communication of matters of academic quality to appropriate constituencies, including current and prospective students and the public.

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

Evidence of Meeting the Standard

The LAHC Catalog, located on and easily accessible via the College's website (IC4-01 Website with the Location of the Catalog), describes certificate and degree patterns, their purpose, content, course requirements, and expected learning outcomes (IC4-02 College Catalog).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC describes its certificates and degrees, including their purpose, content, course requirements, and expected learning outcomes in the College Catalog.

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

Evidence of Meeting the Standard

LACCD Board Policy (BP) 2410 Board Policies and Administrative Procedures (IC5-01 BP2410 Board Policies and Administrative Procedures), requires that the district periodically review Board Policies, Administrative Procedures, and protocols. In accordance with BPR 2410, in 2021, the district recently revised and approved several of its Board Policies, Administrative Policies, and Legal Policies (IC5-02 Sample Approval of Revised AP, District Academic Senate 12.9.21).

LAHC's College Planning Model (IC5-03 Planning Model Diagram) ensures that the college is in the continuous process of reviewing its policies and procedures to assure integrity in all representations of its mission, programs, and services.

The Committee Year End evaluation (IC5-04 Committee Year-End Evaluation) requires that College Committees review policies, procedures, and publications to ensure that they are up-to-date and are aligned with the College's mission. For instance, the College's program review process was recently revised, and the program review manual was updated to reflect updated board policies, alignment with the College's mission, and new procedures in the process (IC5-05 Program Review Handbook).

In preparation for its biannual Catalog, the College reviews institutional policies, procedures, and publications to assure that all representations are correct and up-to-date. The Catalog Checklist (IC5-06 Catalog Checklist) is used by the Catalog Committee to ensure that the appropriate content is included in the catalog. More frequent reviews are reflected in regular online updates.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The College's planning model helps to ensure that the institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

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

Evidence of Meeting the Standard

Current and prospective LAHC students can access the detailed information about the total cost of education in the college catalog posted on the college website (IC6-01 Catalog on LAHC Website). The LAHC catalog includes a section outlining the Cost of Attendance (IC6-02

College Catalog, pgs. 356-359) for students living at home, living away from home, and non-residents; this section includes a breakdown of the costs of tuition and fees, books and supplies, room and board, transportation, and other personal expenses. It also contains examples of a 9-month budget, the cost of summer terms, and a 12-month budget. In addition to the catalog, students have access to an online LAHC net price calculator tool on the college website. The net price calculator provides students a customized estimated cost of attendance based on the following factors: Financial Aid Status, Age, Housing Status, and Residency Status.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC's catalog and website provide accurate and easily accessible information about the total cost of education for current and prospective students.

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

Evidence of Meeting the Standard
LACCD Board Policy (BP) 4030 on Academic Freedom (IC7-01 BP4030 Academic Freedom) assures LAHC's institutional and academic integrity. This policy is published in the LAHC catalog (IC7-02 LAHC Course Catalog, BP 4030, p.416). BP 4030 explicitly recognizes that an essential function of education is probing of received opinions and an exploration of ideas; and it ensures faculty's right to teach and student's right to learn.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LACCD BP 4030, published in the LAHC catalog, makes clear the College's commitment to the free pursuit and dissemination of knowledge and supports an atmosphere in which intellectual freedom exists for faculty and students.

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

Evidence of Meeting the Standard
LAHC follows LACCD Board Policy (BP) 5500 Standards of Student Conduct (IC8-01 BP 5500 Standards of Student Conduct), outlining the policies that promote honesty, responsibility, and academic integrity. BR 5500 explains the College's policy on academic honesty and specifies examples that constitute academic dishonesty. Further, BP 5500 requires that the "Conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff, or visitor."

Policies regarding honesty, responsibility, and integrity for all constituencies are clarified in the published College Catalog (IC8-02 LAHC Course Catalog, p. 420). LAHC's Office of Compliance also publishes these policies on the College website, including reasons for disciplinary actions consistent with violations of standards of conduct set forth in BR 5500 (IC8-03 Office of Compliance Website).

The consequences for dishonesty or other violations of the standard of conduct policies set forth by BP 5500 are clearly outlined on the College's Student Discipline website, including an informal process, formal process, and types of student discipline in progressive order (IC8-04 Student Discipline Website).

While faculty have the right to academic freedom outlined in BP 4030 Academic Freedom (IC8-05 BP 4030 Academic Freedom), BP 4030 requires that individuals of the College "uphold the district's professional ethics policies for faculty, administrators, and staff; and in the case of students, abide by the District's Standards of Student Conduct." Further, Administrative Procedure (AP) 4105 Distance Education (IC8-06 AP 4105 Distance Education) requires that faculty establish standards for instruction that extend to the online learning environment. The College's commitment to academic dishonesty in the online environment is evidenced by the integration of plagiarism detection software such as Turnitin into the learning management system, Canvas.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC follows and publishes the policies and procedures set forth by the LACCD Board promoting honesty, responsibility, and academic integrity. These policies cover all constituencies and include expectations for student behavior, academic honesty, and the consequences for dishonesty.

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

Evidence of Meeting the Standard
LACCD Board Policy BP 4030 Academic Freedom (IC9-01 BP 4030 Academic Freedom) and the agreement between the LACCD and the Los Angeles College Faculty Guild (LACFG) (IC9-02 LACFG Agreement) assert that "Faculty especially shall have the academic freedom to seek the truth and guarantee freedom of learning to the students." While these policies protect faculty member's academic freedom, BP 4030 also states that "The right to academic freedom, however, cannot be separated from the equally important responsibility, which each individual has, to uphold the district's professional ethics policies for faculty, administrators, and staff; and in the case of students, to abide by the District's Standards of Student Conduct." Further, the Faculty Guild contract outlines the evaluation process for all faculty, demonstrating the requirement for faculty to keep current in the discipline, use materials that are accurate and that are pertinent to the subject matter and course outline, and ensure that course content is current and appropriate (IC9-03 Faculty Evaluation Form).

Program review is another area where faculty's commitment to the presentation of data and information fairly and objectively is evidenced. In the process of program review, faculty

collaborate with peers and take part in a self-evaluative, self-improvement process involving a critical analysis of student learning outcome results and assessment of data in relation to the institution's set standards and targets, resulting in a candid review of the overall program quality and effectiveness. This process allows for the identification of effective and less effective aspects of the program. Faculty are encouraged to view this process as an opportunity to evaluate data, exchange ideas about trends, comment on noteworthy accomplishments, and identify areas of need where the program would benefit from assistance or resources (IC9-04 Academic Program Review Handbook).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The LACCD agreement with the Los Angeles College Faculty Guild and LACCD Board Policy (BP) 4030 Academic Freedom outlines faculty member's rights regarding academic freedom, while also requiring faculty to demonstrate objectivity and sensitivity when presenting data and information. Faculty also demonstrate their commitment to the presentation of data and information in a fair manner through the program review process.

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

Evidence of Meeting the Standard
Not applicable. Los Angeles Harbor College does not require conformity with specific beliefs or world views.

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

Evidence of Meeting the Standard
Not applicable. Los Angeles Harbor College only has one campus, and it is located within Los Angeles County.

> I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
LAHC's compliance with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines is evidenced by the accreditation held by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College demonstrates its honesty and integrity in the self-evaluation process and its timely response to all Commission requirements through the publication of present and past information on the College's self-evaluation process on the

College website (IC12-01 Accreditation Website). The College's accreditation website also has information about prior approvals of substantive changes (IC12-02 Substantive Change Approval on Accreditation Website).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The College's compliance with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines is evidenced by the accreditation status granted by the ACCJC. The College communicates its accreditation status on the college website. The College's Accreditation webpage also provides evidence that the College publicly shares its reports and documents, including present and past self-evaluation reports and prior approvals of substantive changes.

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

Evidence of Meeting the Standard
The affirmation of accreditation from agencies such as the Accrediting Commission for Community and Junior Colleges (ACCJC) (IC13-01 ACCJC Reaffirmation of Accreditation Letter) and program specific accrediting bodies and agencies such as the Accreditation Commission for Education in Nursing (ACEN) (IC13-02 ACEN Accreditation Website) and the California Board of Registered Nursing (CABRN) (IC13-03 BRN Accreditation Website) shows that LAHC advocates and demonstrates honesty with its external agencies, including compliance with regulations and statues.

LAHC clearly communicates the College's accreditation status on its website (IC13-04 Accreditation Status on Website) and in the LAHC Catalog (IC13-05 Accreditation Status in College Catalog, p.4).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC demonstrates honesty and integrity across its relationships with external agencies through its reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) and accrediting bodies for specific disciplines such as the Accreditation Commission for Education in Nursing (ACEN) and the California Board of Registered Nursing (CABRN), which have their own regional, state, or national accrediting requirements. Information regarding the College's accreditation status is available for public viewing on the college website.

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

Evidence of Meeting the Standard

Not Applicable. Los Angeles Harbor College does not have investors, or external interested parties.

Conclusions on Standard IC: Institutional Integrity

LAHC is committed to institutional integrity. Through the establishment and continuous process of review of the College's policies, procedures, and publications, the College assures the quality of the information provided to the community it serves. The College follows and publishes board and administrative policies on academic freedom, academic honesty, and academic integrity. To accurately communicate matters of academic quality to current and prospective students and the public, LAHC publishes documented assessment of student learning and achievement metrics on the College website. In compliance with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, and to demonstrate honesty and integrity in its relationship with external agencies, information pertaining to the College's accreditation status and links to accreditation reports and letters are available on LAHC's website.

Standard IC Evidence List

> IC1-01 College Catalog
> IC1-02 Accreditation Status in College Catalog
> IC1-03 Catalog on Website
> IC1-04 Catalog Committee Responsibilities in the LAHC Curriculum Committee Policy and Procedures Manual, p. 2
> IC1-05 Website with Listing of Student Support Services
> IC1-06 Accreditation Website
>
> IC2-01 College Catalog
> IC2-02 Catalog Checklist
>
> IC3-01 Program Review Template
> IC3-02 Sample SLO Assessment
> IC3-03 CPC Minutes 5-11-20
> IC3-04 SSCC Minutes 4-19-21
> IC3-05 Data Summit 2021
> IC3-06 AB705 Outcomes Data Report
> IC3-07 LA College Promise Survey Results
> IC3-08 Institution-Set Standards 20-21
> IC3-09 Annual College Profile
> IC3-10 LAHC Data Dashboard
> IC3-11 LACCD Data Dashboard

IC3-12 Link to Student Success Scorecard, Dept. of Education Scorecard, and Launch
       Board Outcomes Dashboard Website

IC4-01 Website with the Location of the Catalog
IC4-02 College Catalog

IC5-01 BP2410 Board Policies and Administrative Procedures
IC5-02 Sample Approval of Revised AP, District Academic Senate 12.9.21
IC5-03 Planning Model Diagram
IC5-04 Committee Year-End Evaluation
IC5-05 Program Review Handbook
IC5-06 Catalog Checklist

IC6-01 Catalog on LAHC Website
IC6-02 College Catalog, pgs. 356-359

IC7-01 BP4030 Academic Freedom
IC7-02 LAHC Course Catalog, BP 4030, p.416

IC8-01 BP 5500 Standards of Student Conduct
IC8-02 LAHC Course Catalog, p. 420
IC8-03 Office of Compliance Website
IC8-04 Student Discipline Website
IC8-05 BP 4030 Academic Freedom
IC8-06 AP 4105 Distance Education

IC9-01 BP 4030 Academic Freedom
IC9-02 LACFG Agreement
IC9-03 Faculty Evaluation Form
IC9-04 Academic Program Review Handbook

IC12-01 Accreditation Website
IC12-02 Substantive Change Approval on Accreditation Website

IC13-01 ACCJC Reaffirmation of Accreditation Letter
IC13-02 ACEN Accreditation Website
IC13-03 BRN Accreditation Website
IC13-04 Accreditation Status on Website
IC13-05 Accreditation Status in College Catalog, p.4

Standard II: Student Learning Programs and Support Services

LAHC
LOS ANGELES HARBOR COLLEGE

Education Changes Everything!

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

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

Evidence of Meeting the Standard
All of LAHC's instructional programs, including both traditional and distance education classes, support the College mission (IIA1.01 Mission Stmt Website) of "providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction."

Administrative Procedure (AP) 4023 Program Approval (IIA1-02 AP 4023) requires that all programs must demonstrate alignment with the College mission and strategic master plan. Following the College's curriculum process (IIA1-03 Curriculum Handbook on Program Development), the faculty in instructional disciplines carefully follow state and federal guidelines to ensure all courses are appropriate to higher education and culminate in identified student learning outcomes. Utilizing the courses approved through the curricular process, LAHC faculty continuously work toward the development of clear educational pathways that culminate in the attainment of degrees and certificates. For instance, the College has created twenty-two transfer specific AA-T and AS-T degree patterns (IIA1-04 List of AAT/AAS).

Discipline faculty also meet with members of the LAHC Guided Pathways team to create degree and certificate pathways for the College's Program Mapper. The Program Mapper, available for students on the College website (IIA1-05 Program Mapper Website), organizes programs by Transfer, Career, and Academic Pathways (IIA1-06 TCAPs Website) to assist students with selecting a program of study. It provides a visual representation of LAHC's catalog showing a term-by-term sample progress map and includes information related to occupations and careers commonly associated with each program, typical wages, and the labor market demand for California (IIA1-07 Sample Program Map). The Program Mapper clearly highlights the relationship between the College's courses and their relationship to achievement of degrees and certificates, employment, and transfer to higher education institutions.

During the program review process, faculty review program curriculum and learning outcomes to ensure that they are up-to-date (IIA1-08 Sample Questions from Program Review). Further, faculty are asked to explain how the program aligns with the College mission, in terms of the degrees and certificates it produces (IIA1-09 Sample Program Review Question).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC's curriculum and program review processes ensure that all instructional programs are offered in a field of study consistent with the College's mission. The College's curricular and program review processes are aligned with AP 4023 as outlined in the College's Curriculum Handbook and Program Review Handbook. The College's successful degree and certificate completion rates, transfer rates, and employment rates are evidence that the College's programs culminate in the attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

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

Evidence of Meeting the Standard
Administrative Procedure (AP) 4022 Course Approval (IIA2-01 AP 4022) follows the framework set forth in 10 + 1 (IIA2-02 ASCCC GRAPHIC), holding faculty accountable for all "academic and professional matters" necessary for student success. The LAHC faculty, including full time, part time, and adjunct faculty, engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations both in the curricular process and program review. Representatives from each of the College's academic divisions participate in the Curriculum Committee (CC) (IIA2-03 CC Descriptor), responsible for curriculum review and approval (IIA2-04 LAHC Course Approval Process). Once curriculum is passed at the committee level, curricular changes are then presented and approved at the Academic Senate Committee (IIA2-05 Sample Minutes Demonstrating Curricular Approval) and at the District Academic Senate (IIA2-06 Sample District Senate Minutes with Curricular Approval).

Continuous improvement of courses and programs occur in the faculty driven program review process. The program review process includes an evaluation of the program's strengths and weaknesses through the analysis of student achievement data, including course completion and certificate and degree award rates (IIA2-07 Program Review Handbook, p.13). Each program compares its performance to the College's institution-set standards (IIA2-08 Sample Program Review). When a program fails to meet the College's institution-set standard on a student achievement metric, the program then develops an action plan with measurable improvement

objectives. In addition to the evaluation of student achievement data, the program review process also involves an analysis of course student learning outcome (SLO) assessment data. Course SLO assessment data is discussed with discipline faculty and is used to develop best practices for instruction and to identify additional resources needed to support student success (IIA2-09 Process for Assessment Dialogue in SLO Handbook). Faculty are also asked to peer review curriculum (IIA2-10 Course Outline Periodic Review Checklist).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. All faculty, including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic professional standards through active involvement in the College's curricular processes, including at the Curriculum Committee and the Academic Senate. In exercising collective ownership over the design and improvement of the learning experience, faculty evaluate student achievement data and learning outcome assessment results in the faculty driven program review process. This systematic and inclusive process allows for the identification of course and program strengths and weaknesses, used to ultimately develop strategies to continuously improve instructional courses and programs, in turn ensuring program currency, improved teaching and learning strategies, and the promotion of student success.

> II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
LAHC recently moved to a new data management system, eLumen, to record learning outcome assessments. All learning outcome statements are recorded in eLumen (IIA3-01 eLumen SLO Statement Report). The institution established a procedure that at least one student learning outcome (SLO) will be assessed each calendar year per course, with all SLOs assessed within the SLO Cycle. This process is outlined in the SLO Handbook (IIA3-02 SLO Handbook). The College piloted assessing SLOs in eLumen spring of 2021. During the pilot, over 90% of course sections recorded assessment results in eLumen for at least one SLO (IIA3-03 SLO Report at Senate), demonstrating the College has a culture that embraces assessment of learning outcomes.

To ensure faculty, students, and the community have access to view SLOs, each semester, SLOs are extracted from the eLumen site and posted on the SLO Website by department (IIA3-04 SLOs on Website by Department). Posting of the SLOs ensures that the most up-to-date SLOs may be reviewed prior to the construction of syllabi for the semester and provides faculty with an opportunity to design evaluation tools for the SLO they plan to assess during the semester.

In the Harbor Assessment-based Planning System (HAPS), course SLOs, program learning outcomes (PLOs), and institutional level outcomes (ISLOs) are aligned (IIA3-05 HAPS Alignment Diagram). The alignment is recorded in eLumen (IIA3-06 Example eLumen SLO-PLO alignment). Programs at LAHC are defined as any set of courses that lead to an outcome,

such as a degree or certificate. Therefore, course level learning outcome assessments also allow for the assessment of learning outcomes at the degree or certificate program level.

eLumen also serves as the College's curriculum system. The College began the process of transitioning to eLumen in fall of 2020. All approved course outline of records (CORs) were moved from the prior Electronic Curriculum Database (ECD) to eLumen. After the CORs were uploaded into eLumen, a college-wide course validation process took place including a faculty review of all CORs for accuracy, ensuring that all courses have approved student learning outcomes (IIA3-07 Course Validation Process).

Following LACCD Administrative Procedure (AP) 4112 Course Syllabus Requirements (IIA3-08 AP 4112 Course Syllabus Requirements), faculty distribute course syllabi including the student learning outcomes from the CORs in eLumen (IIA3-09 Sample COR). This requirement is outlined in the SLO Handbook (IIA3-10 SLO Handbook, p.12) and on the SLO website (IIA3-11 SLO Website). Per the LACCD AFT1521 contract, Student Evaluation of Classroom Instructor forms, part B 2, faculty are required to provide students with "A syllabus, which clearly outlined the course objectives, SLOs and grading criteria that must be distributed by the end of the first week of the term" (IIA3-12 Classroom Faculty Evaluation Form).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Approved student learning outcomes (SLO) statements and course outline of records are recorded in the College's data management system eLumen. The SLO statements are made accessible to all constituents of the college both in eLumen and on the SLO Website. The institution has established procedures outlined in the SLO Handbook and the AFT1521 Faculty Contract detailing the assessment process and the requirement that the approved learning outcomes from the course outline of record are on the syllabi distributed for all sections of courses offered.

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

Evidence of Meeting the Standard
LAHC offers both pre-collegiate and college level courses. The College offers pre-collegiate courses in the English, Math, and Adult/Non-Credit Divisions. The College catalog has a description of each course, and the pre-collegiate level courses include either NC: non-credit or NDA: non-degree applicable in the descriptor (IIA4-01 Catalog Example of Course with Non-Credit Specifier), distinguishing it from college level curriculum. "Below Transfer Level" is also included in the course description for pre-collegiate courses (IIA4-02 Catalog Example of Below Transfer Level Course).

Students receive placement messages when they enroll in pre-collegiate college level math and English courses. For instance, when students enroll in pre-collegiate math courses, the following message is sent to students: "MATH 125, 125S, or 134 offers instruction in below transfer-level

math in preparation for MATH 215 and/or 230. --MATH 137 offers instruction in below transfer-level math in preparation for MATH 227 or 227S."

The College catalog contains an English Placement Chart (IIA4-03 English Placement Chart) and a Math Placement Chart (IIA4-04 Math Placement Chart) demonstrating how the curriculum in the below transfer level courses support the skills necessary to advance to and succeed in college level curriculum should the student seek remediation in either discipline prior to enrolling in transfer level coursework.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC distinguishes its pre-collegiate level curriculum from college level curriculum in the college catalog using specifiers such as non-degree applicable and below transfer level in the course description. The placement models for math and English show how the curriculum in the below transfer level courses directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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

Evidence of Meeting the Standard
LAHC follows the process for course review stated in the LACCD Administrative Procedure (AP) 4022 Course Approval (IIA5-01 AP 4022 Course Approval) as outlined in the College's Curriculum Committee Policy and Procedures Manual (IIA5-02 LAHC Curriculum Committee Policies and Procedures Manual, Section VA, p.5-6) and the LAHC New Course Approval Process and Timeline Flowchart (IIA5-03 LAHC New Course Approval Process and Timeline). Full-time faculty meeting minimum qualifications in the subject represented by the program's Taxonomy of Programs (TOP) code create, revise, and discontinue programs. LACCD AP 4023 Program Approval (IIA5-04 AP 4023 Program Approval) describes programs, types of awards, and includes the process for creating and revising awards. The full process for program development is outlined in the College's Curriculum Committee Policy and Procedures Manual (IIA5-05 LAHC Curriculum Committee Policies and Procedures Manual, Section VB., p.6-8). Further, the College's curriculum approval process aligns with the requirements specified in California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (IIA5-06 CCCCO Program and Course Approval Handbook) to ensure courses and programs are appropriate in length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

LAHC degrees and programs comply with LACCD Board Policy (BP) 4100 Graduation Requirements for Degrees and Certificates (IIA5-07 AP 4100 Graduation Requirements for Degrees and Certificates) requiring at least 18 semester units in a single discipline or major area of emphasis and a minimum of 60 units. The 60 unit minimum required is also specified under the Graduation Requirements section of the Course Catalog. This portion of the catalog states

that "A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education" is required for an associate degree (IIA5-08 LAHC Course Catalog, Graduation Requirements Section, p. 213).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC's processes for course and program development are outlined in the College's Curriculum Committee's Policy and Procedure Manual. These processes follow LACCD AP 4022 and AP 4023 and are aligned with requirements specified in the CCCCO Program and Course Approval Handbook, ensuring LAHC's degrees and programs follow practices common to American higher education, appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

LAHC's curriculum process complies with BP 4100 ensuring that minimum degree requirements are 60 semester credits or equivalent at the associate degree level.

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

Evidence of Meeting the Standard
The College's Enrollment Management Plan (EMP) (IIA6-01 EMP) provides a framework for scheduling courses in a manner that allows students to complete certificates and degrees within an appropriate period of time. In this framework (IIA6-02 EM Diagram), the College uses enrollment data (IIA6-03 Sample Enrollment Report), program pathways (IIA6-04 Sample Program Map), student achievement and learning outcomes data (IIA6-05 Annual College Profile), and the Student-Centered Funding Formula (SCFF) metrics (IIA6-06 SCFF Metrics; IIA6-07 SCFF Metrics Enrollment Report) when scheduling courses. Additionally, the campus program mapper website articulates to students which courses to take in sequence, leading to timely completion for full-time students.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Using the framework outlined in the College's Enrollment Management Plan, the College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

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

Evidence of Meeting the Standard

To address the diverse needs and learning styles of students, LAHC offers a wide variety of course formats. Traditionally, the College offered eight and 16-week courses, both in-person and fully online in an asynchronous format. To address the needs of returning students and students who may be working full-time who wish to accelerate course work, fully asynchronous five-week course pathways were also created. Students may opt to take a combination of five, eight, 12, 14, and 16-week courses to address their individual needs and learning styles. LAHC also offers a wide variety of course modalities to address the diverse needs of students. Distance Education courses are offered in fully synchronous, hybrid, and asynchronous formats. The college also supports several completely online degrees (IIA7-01 List of Approved Programs with Substantive Change). These options allow students to learn in an environment which best suits their needs (IIA7-02 Class Formats in Course Schedule).

In spring of 2019, with the onset of COVID-19, the College transitioned over 700 courses to a distance education format. Increased district-wide training offered through the Vision Resource Center (IIA7-03 VRC Website) and college-specific training opportunities (IIA7-04 DE Training Schedule) were scheduled to enhance knowledge of online pedagogy and resources. Local campus distance education coaches were also hired to assist faculty with their online teaching needs (IIA7-05 LAHC Distance Education Website with Coaches Information) and the LAHC Distance Education Team started a DE YouTube Channel with instructional resources for faculty (IIA7-06 LAHC DE YouTube Channel Website).

Professional development for students, staff, and administrators in support of equity in success for all students are offered by both the College and through the district. For instance, LAHC's Racial Equity and Social Justice Committee hosted a Town Hall, which included workshops on anti-racist practices in the classroom and anti-racist practices in Student Services (IIA7-07 RESJ Presentation on 10/29/21).

Based on a review of the College's disaggregated student achievement and learning outcomes data showing equity gaps in completion rates, in combination with data revealing that students in equity success groups retain and complete at higher rates, the College created an Equity Village in 2019. The Village consists of centralized student success centers for programs that meet the needs of specific student populations. These programs include Asian Pacific American Student Success (APASS), the Dream Resource Center, the Harbor College Puente Project, Umoja, and Veterans Services. The programs support academic success by providing culturally relevant, student-centered services, including dedicated counselors, support groups, and cohort courses.

Consistent with LACCD Board Policy BP 5140 Disabled Students Program and Services (IIA7-08 BP 5140 Disabled Students Program and Services), LAHC's Special Programs and Services (SPS) office ensures that students with disabilities have equal access to all educational offerings

at the College. SPS provides support services, curriculum, instruction, and adaptive technology to facilitate equal opportunities for students with special needs.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Recognizing the diversity and changing needs of students, LAHC offers a wide variety of course modalities. The College offers continuous training focusing on equity and success for students at the campus and district level, applicable to both traditional classroom settings and the online environment. In support of equity in success for all students, the College also has numerous equity programs and student support services.

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

Evidence of Meeting the Standard
A limited number of department-wide course and/or program examinations are used by the College. Due to the implementation of California State Assembly Bill (AB) 705 (IIA8-01 AB 705) English and math no longer use standardized placement tests.

LACCD Administrative Procedure (AP) 4236 Advanced Placement Credit (IIA8-02 AP 4236 Advanced Placement Credit), AP 4237 International Baccalaureate Credit (IIA8-03 AP 4237 International Baccalaureate Credit), AP 4238 CLEP Credit (IIA8-04 AP 4238 CLEP Credit), and AP 4235 (IIA8-05 AP 4235 Credit for Prior Learning) outline the processes the College uses for direct assessment of prior learning, including satisfactory Advanced Placement (AP), International Baccalaureate (IB), and the College-Level Examination Program (CLEP) examination scores.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Department-wide course and/or program evaluation rely on either tests that have been independently validated by an external agency or that are regularly validated locally based on the California Community College Chancellor's Office recommendations for department-wide course and program examinations, which includes measures to ensure reliability and freedom from bias.

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

Evidence of Meeting the Standard
Course level learning outcomes assessments are conducted to ensure that students obtain the knowledge, skills, and behaviors a student should possess when completing the course (IIA9.01

Sample eLumen SLO Assessment). Program level outcomes for degrees and certificates are created by faculty discipline experts, as well as advisory boards for career technical education (CTE) programs (IIA9.02 SLO Assessment Handbook, p.7).

Program level outcomes are also aligned with institutional level outcomes (ISLOs) (IIA9.03 Sample Alignment). The alignment between course, program, and institutional learning outcomes allow faculty to assess the attainment of learning outcomes at all levels. With the alignment of learning outcomes at all levels, the course level assessment process ensures that degrees and certificates are based on the achievement of course and program level outcomes.

The College follows the processes set forth in Administrative Procedure (AP) 4020 Curriculum Development (IIA9.04 AP 4020 Curriculum Development) to ensure units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Further, AP 4020 criteria for clock-to-credit hour conversion adheres to Title 5, sections 55002.5 (Credit Hours Definition) and 55256.5 (Work Experience Credit), and 34 Code of Federal Regulations §§ 668.8(k)(2)(i)(A) and 668.8(l) (courses in Clock Hour programs).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Following policies set forth in AP 4020 Curriculum Development, LAHC awards academic credit based on generally accepted practices in higher education in accordance with statutory or system regulatory requirements. Faculty establish, align, and assess learning outcomes at the course, program, and institutional levels. The alignment of course, program, and institutional level outcomes ensure that students who earn degrees and certificates have met a program's learning outcomes. The units of credit are consistent with institutional policies and the accepted norms of higher education. Clock-to-credit hour conversions are also applied if applicable.

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

Evidence of Meeting the Standard
LAHC follows the policies and procedures on transfer course articulation detailed in LACCD Board Policy (BP) 4050 (IIA10-01 BP 4050 Articulation) and AP 4050 (IIA10-02 AP 4050 Articulation). All articulated courses meet the standards set forth by the institution to which they transfer and are articulated to meet major requirements and/or general education requirements.

LAHC's Curriculum Committee's Policy and Procedures Manual outlines the process on obtaining transfer credits to fulfill degree requirements (IIA10-03 Curriculum Committee Policy and Procedure's Manual, p.9-12). Division Chairs, in consultation with discipline faculty, review the learning outcomes for transferred courses for comparability with the learning outcomes of its own courses. For General Education degrees, the Curriculum Committee is charged with

determining whether a course meets eligibility for General Education (GE) status in a corresponding area based on Title 5 (55063) (IIA10-04 Title 5 (55063)) and the CSU General Education Breadth Requirements Policy #8919100 (IIA10-05 CSU GE Policy #8919100). Since Associate Degrees for Transfer (ADT) are statewide degrees, the College references approved ADT Transfer Model Curricula (TMC) (IIA10-06 TMC Website) when determining whether a course fulfills degree requirements.

LAHC transfer-of-credit policies are clearly communicated to students in the College catalog (IIA10-07 College Catalog, p. 223-231) and are available in the College's Transfer Center (IIA10-08 Transfer Center Homepage). The College's Transfer Center supports the College mission and creates a strong transfer culture by providing resources and counseling services to support students in achieving their goals.

Counselors review transfer requirements with students, use the General Education Certification and IGETC guidelines (IIA10-09 College Catalog, pg.218-223) and take students to Assist.Org (IIA10-10 Assist.org Website) and other specific university websites determined by their transfer aspirations.

LAHC Credit for Prior Learning policies follow LACCD Administrative Procedure (AP) 4235 (IIA10-11 AP 4235 Credit for Prior Learning). The alternative methods for awarding credit and the process for the determination of eligibility for credit for prior learning, the prior learning assessment grading procedure developed in accordance with BP 4232 Pass/No Pass grading option (IIA10-12 BP 4232 Pass/No Pass Grading Option), and the transcription of credit is detailed for students in the College's catalog (IIA10-13 College Catalog, Credit for Prior Learning Section, p. 386-392).

Consistent with BP 4050 and AP 4050 on articulation, LAHC has developed transfer articulation agreements with a wide variety of colleges and universities. Students can access information about transfer/articulation agreements in the College catalog (IIA10-14 College Catalog, Transfer/Articulation Agreements, pgs. 228-229).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC awards academic credit based on the generally accepted practices from degree-granting institutions and in accordance with LACCD BP 4050 and AP 4050 and other regulatory requirements.

The College's curriculum approval process ensures that programs are congruent with the College mission and are based on recognized articulation agreements with public and private universities that correspond to its mission (ACCJC Policy on Award of Credit Compliance). These agreements certify that the College's learning outcomes for transfer courses are comparable to those of the learning outcomes for the four-year institutions.

Transfer-of-credit policies are made available to students in the College Catalog. These policies are also available on published handouts used by counselors and students when formulating an educational plan.

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

Evidence of Meeting the Standard

Discipline faculty are responsible for student learning outcomes (SLOs). During the process of developing SLOs, faculty are required to align course SLOS with program learning outcomes (PLOs), with the understanding that program level outcomes are based on the skills/behaviors that discipline experts feel students should acquire upon completion of the program. The process for the development of SLOs and PLOs is outlined in the SLO Handbook (IIA11-01 SLO Handbook). Further, in the Harbor Assessment-based Planning Model, SLOs, PLOs and institutional level outcomes (ISLOs) are aligned (see diagram on the right).

During the Institutional Level Outcome (ISLO) revision process in 2018 (IIA11-02 ISLO Revision Process), the ISLOs were revised to align with the College's GE Areas (IIA11-03 ISLO and GE Area Alignment Chart), Accreditation Standard II.A.11 (IIA11-04 ISLO and Accreditation Standard II.A.11 Alignment Chart), and the CSU Golden Four (IIA11-05 ISLO and CSU Alignment Chart). These alignments were reviewed and updated again during the 2021 General Learning Outcomes (GELOs) revision process (IIA11-06 GELO Revision Process).

The SLO-PLO-ISLO alignment, in combination with the ISLO alignment to the College's GE Areas, Accreditation Standard II.A.11, and the CSU Golden four, ensures each program includes course level student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. In the student learning outcome development process, discipline experts develop course level and program level outcomes that purposefully align with each of the College's institutional student learning outcomes. The HAPS roll-up model (PLO/GELO-ISLO-Mission Alignment) and the demonstrated alignment between our ISLOs and the LAHC GE areas, Accreditation Standard II.A.11, and the CSU Golden Four, ensure our SLOs cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

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

Evidence of Meeting the Standard

LAHC adopts the general education philosophy set forth in LACCD Board Policy (BP) 4025 (IIA12-01 BP 4025 Philosophy and Criteria for Associate Degree and General Education) and Administrative Procedure (AP) 4025 Philosophy and Criteria for Associate Degree and General Education (IIA12-02 AP 4025 Philosophy and Criteria for Associate Degree and General Education), and is clearly stated in the College catalog on page #214: "The awarding of an Associate Degree symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."

All associate degrees require the completion of general education requirements. There are three general education plans offered at the College: the LACCD General Education Plan, the California State University General Education Breadth Plan (CSU GE-Breadth Plan), and the Intersegmental General Education Transfer Curriculum (IGETC) (IIA12-03 Plans in Catalog). The College's Cal State University (CSU) General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. This plan is governed by the California State University system. The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California campus. This policy is governed by the Intersegmental Committee of the Academic Senates (ICAS).

Through the curriculum approval process, members of the curriculum committee, including the curriculum chair, articulation officer, and representatives from each of the academic divisions, work closely to determine what courses are included in the local general education pattern (IIA12-04 Curriculum Handbook).

The College's Institutional Student Learning Outcomes (ISLOs) (IIA12-05 ISLOs) focusing on communication skills, cognition, information literacy and technology competency, and social

responsibility and ethics are purposefully aligned with the LAHC GE areas. This alignment assures that the College's ISLOs cover a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (see diagram below).

ISLOs	Corresponds to LAHC GE Areas					
	Natural Sciences	Social & Behavioral Sciences	Humanities	Language & Rationality	Health & Physical Education	Math
Communication	X	X	X	X	X	X
Cognition	X	X	X	X	X	X
Information Literacy and Technological Competency		X	X	X		
Social Responsibility & Ethics		X	X	X	X	

In summer of 2021, the General Education Learning Outcomes (GELOs) Workgroup (IIA12-06 GELO Workgroup) revised the existing GELOs. The GELOs were revised to align with the ISLOs (see GELO-ISLO Alignment Chart below).

GELO	ISLOs
GELO 1 - Demonstrate proficiency in verbal, written, and non-verbal communication appropriate to the audience and purpose.	ISLO 1 - Communication: Use oral, written, and non-verbal modes of expression appropriate to the audience and purpose.
GELO 2 - Employ qualitative and quantitative reasoning to solve problems and demonstrate the ability to form conclusions based on the analysis of evidence.	ISLO 2 - Cognition: Use critical thinking skills and quantitative reasoning to analyze, synthesize, and evaluate ideas and information to interpret real world information in the context of a discipline.
GELO 3- Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.	ISLO 3 - Information Literacy and Technological Competency: Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.
GELO 4 - Describe social constructs that guide ethical decision-making and the role of human events and forms of expression in shaping society.	ISLO 4 - Social Responsibility and Ethics: Demonstrate sensitivity to and respect for others by promoting equity, diversity, and success by participating as responsible citizens that empower self, others, and the community.

The alignment of GELOs to ISLOs ensure that general education learning outcomes also include a student's preparation for an acceptance of responsible participation in civil society, skills for lifelong learning, and application of learning.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC's programs include a component of general education based on a carefully considered philosophy clearly stated in the College's catalog consistent with BP 4025 and AP 4025 on policies related to the Philosophy and Criteria for Associate Degree and General Education. Through the curriculum approval process, faculty determines the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level.

Alignment of the ISLOs to the LAHC GE areas, along with the revision of the GELOs to reflect the alignment between LAHC's GELOs and the College's ISLOs ensure that the learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning, and application of learning. Additionally, it includes a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

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

Evidence of Meeting the Standard

All LAHC degree programs adhere to Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates (IIA13-01 AP 4100 Graduation Requirements for Degrees and Certificates) requiring a minimum of 60 units, a minimum of 18 units in an area of focused study in one of the three general education plans (LACCD GE, CSU GE or IGETC), plus various combinations of restricted and unrestricted electives. Degree information and requirements are published in the College Catalog (IIA13-02 GE, CSU, IGETC Degree Requirements) and are available online and in hard copy.

Consistent with AP 4100, each degree program includes a minimum of 18 units in an area of focused study that offers major preparation courses required for that degree. These are evaluated by the curriculum committee and approved by the Academic Senate and the State Chancellor's office. CTE programs are further evaluated by Advisory Board committees for currency in the field as outlined in AP 4102 Career Technical Programs (IIA13-03 AP 4102 Career Technical Programs). Courses required for ADTs are aligned with the transfer model curricula and meet Senate Bill (SB) 1440 (IIA13-04 SB 144) and SB 440 (IIA13-05 SB 440) requirements for C-ID equivalency.

In the Harbor Assessment-based Planning System (HAPS) (IIA13-06 HAPS Diagram), each course within a program is mapped to its program learning outcomes and by extension to the ISLOs. Thus, course SLO data can be used when evaluating ISLOs. Furthermore, the fact that each degree requires a GE plan that addresses each ISLO (IIA13-07 GE and ISLO Alignment)

assures that all students who complete a degree have demonstrated competency in all four of the ISLOs.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Following regulations and policies set forth in AP 4100 Graduation Requirements for Degrees and Certificates and AP 4102 Career Technical Education, the College's degree programs include a minimum of 18 units of focused or interdisciplinary study. Degree requirements meet standards for appropriateness to the major or area(s) of emphasis at the lower-division level. Courses and their inclusion in programs are approved by processes required by regulation and are regularly evaluated during program review and outcomes assessment.

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

Evidence of Meeting the Standard

LAHC adheres to the regulations set forth in LACCD Administrative Procedure (AP) 4102 Career Technical Education (IIA14.01 AP 4102 Career Technical Education). Career Technical Education (CTE) programs each have advisory committees that meet on an annual basis to review and provide feedback on the program's courses leading to career-technical certificates and degrees. For instance, in summer of 2021 the Business Advisory Committee, consisting of LAHC faculty, administrators, and local industry experts met to discuss the program's certificates, program innovation, and curriculum course and program revisions (IIA14.02 Business Advisory Committee Presentation_6.25.2021; IIA14.03 Business Advisory Committee Minutes_6.25.2021).

The CTE program's Advisory Committee's feedback, along with job employment rates and external licensure pass rates are evaluated as a part of the program review with annual updates process (IIA14.04 CTE Program Review Questions). Courses, including student and program level outcomes, are then modified, if necessary, based on the program review evaluation process (IIA14.05 Program Review Handbook). For instance, based on the Business department's program review (IIA14.06 Business Department Program Review), including an analysis of the Business Advisory Committee's feedback and outcomes data, the Business division revised some of their program, including archiving some of the program's certificates based on the Advisory Board's feedback (IIA14.07 Curriculum Approvals, Academic Senate Minutes_4.21.22).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. In line with AP 4102, CTE programs continually update courses to reflect up-to-date technical and professional competencies that meet employment standards and preparation for external licensure and certification through LAHC's systematic program review process.

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

Evidence of Meeting the Standard
LACCD Board Policy (BP) 4021 and Administrative Procedure (AP) 4021 Program Viability (IIA15.01 BP 4021 Program Viability; IIA15.02 AP 4021 Program Viability) specify that program viability reviews must consider the provisions that can and should be made for students in progress to complete their training in case the program is eliminated or significantly changed. If a program is eliminated or significantly changed, the College's Academic Senate and administration collaboratively prioritize student needs and the importance of as little disruption as possible to student progress. This process is outlined in the LAHC Program Review Handbook (IIA15.03 LAHC Program Review Handbook on Program Viability).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC has a process in place outlined in the LAHC Program Review Handbook for making appropriate arrangements in the case that programs are eliminated or program requirements are significantly changed, so that students may complete their education in a timely manner.

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

Evidence of Meeting the Standard
LACCD Board Rule (BR) 6801 Program Review (PR) (IIA16.01 BR 6801 Program Review) requires that the college's program review process defines and affirms excellent academic programs, provides a systematic planning process, reviews the quality of instructional programs and courses, and fosters self-renewal and self-study programs. In addition, it highlights the importance of the alignment between the program review process and college's mission with the educational master plan, department goals, and educational objectives.

Consistent with BR 6801, all LAHC instructional programs, including collegiate, pre-collegiate, career technical, and continuing and community education courses and programs, regardless of delivery mode or location, participate in the College's program review with annual updates process (IIA16.02 Program Review Website with Program Review Timeline). LAHC's ongoing and systematic program review process is rooted in the assessment of learning outcomes and student achievement data (IIA16.03 Sample PR Template). The systematic evaluation results in the creation of actionable improvement plans allowing programs to capitalize on their strengths and make changes to enhance student success. This process, outlined in the LAHC Program Review Handbook (IIA16.04 PR Process in PR Handbook), ensures continuous innovation and improvement of all the college's instructional programs.

To ensure ongoing innovation and improvement of the College's instructional programs, in spring of 2021 the College revised its program review process, combining unit planning and program review into one process in its new program review process with annual updates (IIA16.05 Program Review Workgroup). Several key design principles were carried over to the new program review process with annual updates from the 2016 program review revision (IIA16.06 2016 Program Review Manual). In line with the Harbor Assessment-based Planning System (HAPS), the Program Review Workgroup continued to base the program review process on the mission hierarchy model. In the HAPS model, all institutional outcomes operationalize the mission, assuring that the mission directs institutional priorities in meeting the educational needs of students. The program review process is aligned with the College mission through the goals of the Strategic Educational Master Plan (SEMP) (II16.07 SEMP) and the Institutional Student Learning Outcomes (II16.08 ISLOs). Data generated at the student level on student achievement and learning outcomes aligned with the SEMP and ISLOs are evaluated against the College's institution-set standards (IIA16.09 Institution-Set Standards 2021-2022) and institution-set targets (SEMP goals). When an institution-set standard is not met, programs formulate actionable improvement plans. Resource requests are tied to the program review and improvement plans which are used to support program improvement as well as resource allocation when warranted (IIA16.10 Budget Development Process).

The results of the program review evaluation are used to inform curricular changes, support program innovation, and to determine whether a program is recommended for discontinuation. For instance, based on an evaluation of the data in the spring of 2021 Psychology program review (IIA16.11 Psychology Program Review), the Psychology department did not meet the standard for award completion. Based on further evaluation of course student learning outcome assessment data in the program review, two areas student struggle in were identified: Research Methods and Statistics. To increase award completion, the Psychology department created an action plan to increase the number of faculty with specialties in these areas. The program review and the supporting data was used as a rationale for hiring two additional psychology faculty during the faculty hiring prioritization process. Through the process, the program secured funding to hire two additional full-time faculty members in fall of 2021 (IIA16.12 FHPC List; IIA16.13 President List Faculty Hires 10-2-2021). In terms of program discontinuation, an extensive discussion of the results of the College's Plan for Accelerated College Education (PACE) program review took place at the Academic Senate (IIA16.14 PACE Viability Discussion, Senate Minutes 5-6-21) leading to a recommendation by the Academic Senate to the College President for program discontinuance (IIA16.15 PACE Viability Vote and President's Decision on PACE Viability, Senate Minutes 6-3-21).

To further strengthen evaluation of programs, the Assessment Committee voted to add an equity data review module into the program review template (IIA16.16 Equity Module Approval, Assessment Committee Minutes_2.15.22). In spring of 2022, the new program review data dashboard was launched with disaggregated data by gender, ethnicity, and age (IIA16.17 Program Review Data Dashboard with Equity Data); evaluations of this data against the institution-set standards will be piloted during the 2022 program review cycle.

Based on the 2021 program review workgroup, it was recommended and adopted that Career Technical Education (CTE) programs have additional required modules to complete, including a

summary of advisory committee meeting feedback and an evaluation of labor market demand and certificate alignment with codes, job placement rates, and licensure pass rates. See Standard IIA14 for an example of ongoing improvement through program review with annual updates with the CTE modules.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Systematic improvement of all instructional programs and courses to enhance learning outcomes and achievement for students occurs each year during the College's program review process with annual updates.

Conclusions on Standard IIA Instructional Programs
Consistent with the College mission, Los Angeles Harbor College offers a wide array of instructional programs to support student success. Congruent with state and federal regulations and established Board Policies and Administrative Procedures, the College's programs reflect higher education standards and expectations. To assess and ensure the quality and rigor of the programs remain appropriate to higher education, the College regularly assesses learning outcomes, reviews course curriculum, evaluates teaching strategies and learning support services, and measures achievement of the College's institution-set standards and Strategic Educational Master Plan goals as a part of the program review process. Through this evaluation process, the College systematically improves its programs and courses on a continuous basis to enhance learning outcomes and achievement for students.

Standard IIA Evidence List
>   IIA1-01 College Mission on Website
>   IIA1-02 AP 4023 Program Approval
>   IIA1-03 Curriculum Handbook on Program Development
>   IIA1-04 List of AAT/AAS
>   IIA1-05 Program Mapper Website
>   IIA1-06 TCAPs Website
>   IIA1-07 Sample Program Map
>   IIA1-08 Sample Questions from Program Review
>   IIA1-09 Sample Program Review Question
>
>   IIA2-01 AP 4022 Course Approval
>   IIA2-02 ASCCC GRAPHIC
>   IIA2-03 CC Descriptor
>   IIA2-04 LAHC Course Approval Process
>   IIA2-05 Sample Minutes Demonstrating Curricular Approval
>   IIA2-06 Sample District Senate Minutes with Curricular Approval
>   IIA2-07 Program Review Manual, p.13
>   IIA2-08 Sample Program Review
>   IIA2-09 Process for Assessment Dialogue in SLO Handbook
>   IIA2-10 Course Outline Period Review Checklist
>
>   IIA3-01 eLumen SLO Statement Report
>   IIA3-02 SLO Handbook p.13

IIA8-03 AP 4237 International Baccalaureate Credit
IIA8-04 AP 4238 CLEP Credit
IIA8-05 AP 4235 Credit for Prior Learning

IIA9.01 Sample eLumen SLO Assessment
IIA9.02 SLO Assessment Handbook, p.7
IIA9.03 Sample Alignment
IIA9.04 AP 4020 Curriculum Development

IIA10-01 BP 4050 Articulation
IIA10-02 AP 4050 Articulation
IIA10-03 Curriculum Committee Policy and Procedure's Manual, p.9-12
IIA10-04 Title 5 (55063)
IIA10-05 CSU GE Policy #8919100
IIA10-06 TMC Website
IIA10-07 College Catalog, p. 223-231
IIA10-08 Transfer Center Homepage
IIA10-09 College Catalog, pg.218-223
IIA10-10 Assist.org Website
IIA10-11 AP 4235 Credit for Prior Learning
IIA10-12 BP 4232 Pass/No Pass Grading Option
IIA10-13 College Catalog, Credit for Prior Learning Section, p. 386-392
IIA10-14 College Catalog, Transfer/Articulation Agreements, pgs. 228-229

IIA11-01 SLO Handbook
IIA11-02 ISLO Revision Process
IIA11-03 ISLO and GE Area Alignment Chart
IIA11-04 ISLO and Accreditation Standard II.A.11 Alignment Chart
IIA11-05 ISLO and CSU Alignment Chart
IIA11-06 GELO Revision Process

IIA12-01 BP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-02 AP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-03 Plans in Catalog
IIA12-04 Curriculum Handbook
IIA12-05 ISLOs
IIA12-06 GELO Workgroup

IIA13-01 AP 4025 AP 4100 Graduation Requirements for Degrees and Certificates
IIA13-02 GE, CSU, IGETC Degree Requirements
IIA13-03 AP 4102 Career Technical Program
IIA13-04 SB 144
IIA13-05 SB 440
IIA13-06 HAPS diagram
IIA13-07 GE and ISLO Alignment

IIA14.01 AP 4102 Career Technical Education
IIA14.02 Business Advisory Committee Presentation_6.25.2021
IIA14.03 Business Advisory Committee Minutes_6.25.2021
IIA14.04 CTE Program Review Questions
IIA14.05 Program Review Handbook
IIA14.06 Business Department Program Review
IIA14.07 Curriculum Approvals, Academic Senate Minutes_4.21.22

IIA15.01 BP 4021 Program Viability
IIA15.02 AP 4021 Program Viability
IIA15.03 LAHC Program Review Handbook on Program Viability

IIA16.01 BR 6801 Program Review
IIA16.02 Program Review Website with Program Review Timeline
IIA16.03 Sample PR Template
IIA16.04 PR Process in PR Handbook
IIA16.05 Program Review Workgroup
IIA16.06 2016 Program Review Manual
IIA16.07 SEMP
IIA16.08 ISLOs
IIA16.09 Institution-Set Standards 2021-2022
IIA16.10 Budget Development Process
IIA16.11 Psychology Program Review
IIA16.12 FHPC List
IIA16.13 President List Faculty Hires 10-2-2021
IIA16.14 PACE Viability Discussion, Senate Minutes 5-6-21
IIA16.15 PACE Viability Vote and President's Decision on PACE Viability, Senate Min 6-3-21
IIA16.16 Equity Module Approval, Assessment Committee Minutes_2.15.22
IIA16.17 Program Review Data Dashboard with Equity Data

B. Library and Learning Support Services

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

Evidence of Meeting the Standard
The Library and Learning Resource Center (LLRC) building was innovatively designed to provide services to all Harbor students regardless of location or means of delivery. The LLRC is the heart of the campus and houses the departments responsible for student learning support at LAHC. Specifically, the LLRC includes the Library, Open Computer Laboratory, Tutoring Center, Literacy Center, Math Center, Writing Center, and High Tech Center.

In addition to the learning support services physically offered in the LLRC, Distance Education students are given the assistance they need through a variety of methods. The methods include contacting the academic support service locations on campus via Zoom or Cranium Café. The technology needs of off-site the class are considered and the hosting site collaborates with the college to ensure technology needs of the class are met. Students who attend classes off-site have access to support services via the remote platforms mentioned above. They also have access to the online supported Library databases and online tutoring, as well as other support services addressed in Standard IIC.

The LAHC Library is typically open Monday through Thursday 8 a.m. – 7 p.m. and Friday 8 a.m. -12 p.m., for a total of 48 service hours per week during the fall and spring semesters. However due to COVID-19, hours have been reduced based on student usage and demand. For example, currently, the Reference Desk is open Monday through Thursday 9 a.m. – 3 p.m. and Friday 9 a.m. – 2 p.m. with alternating Saturdays 10 a.m. – 2 p.m. Additionally, all services may extend hours during key intervals throughout each term, i.e., mid-term and final examinations based on student demand. During the winter and summer intersessions, the library adjusts its service hours to align with intersession class schedules.

The library collection is diverse. It includes reference materials, a variety of both fiction and non-fiction literary books, e-books, newspapers, periodicals, textbooks, and online accessible databases. The library houses more than 81,602 books, current periodical subscriptions, as well as 70 electronic databases (e.g., EBSCO host, Kanopy, ProQuest) (IIB1-01 Library Database Website; IIB1-02 Streaming Video Titles). Students also have available to them a 24/7 online Librarian Chat (IIB1-03 Chatbot on Library Website; IIB1-04 Springshare Agreement Summary 2021). Currently enrolled students may conduct online searches in the computer commons area, which has approximately 100 computers, or they can use the online databases from off-campus by logging in with their student I.D. login. Wireless Internet is available throughout the campus.

To support student learning, the library provides several online tutorials and workshops for students: Citations & Plagiarism (MLA and APA), Electronic Periodicals & Databases, finding a Print Book Using OneSearch, and eBook Basics (IIB1-05 Tutorials and Workshops on Library Website; IIB1-06 Library Database and Periodicals List). The library has nine study rooms that students can reserve for collaborative group study and provides numerous workshops throughout the semester to help students navigate the library resources. Currently, all workshops are conducted synchronously via zoom (IIB1-07 Calendar of Workshops Spring 2022). Faculty wishing to set up a dedicated workshop for their students, can submit an online request for a Library Instruction Session (IIB1-08 Faculty Request Form). There is one computer lab dedicated to workshops and instruction on the 2nd floor of the LLRC.

Existing processes ensure collections are sufficient in quantity, currency, depth, and variety to support educational programs. Librarians work with faculty regarding the currency of the collection and discipline needs throughout the academic year. This assists with assuring the library collection reflects the diversity and commitment of the library to support lifelong learning and inquiry. Additionally, the course curricular adoption process directly connects the Library Chair with each new course adopted and/or updated. As a part of the course outline of record, the discipline faculty identify book, periodical, and electronic resource collections relevant to the course. Given the need to add to the collection outside of the curricular process, faculty members on campus can submit requests for adoption of materials directly to the Library Department Chair (IIB1-09 Purchase Request on Library Website).

In addition to its collection, the library houses the College's Open Computer Lab. The LLRC houses approximately 100 computers for student use. Each of the computers is accessible to the World Wide Web and the computers connect to both color and black and white fee-for-service printers. Additionally, the Library houses two fee-for-service copy machines for student use. The campus supplies a variety of software applications on each of the computers (IIB1-10 List of Computer Software) LAHC has wireless access points for students, faculty, staff, and guests throughout the campus. Staff from the District IT team, housed at LAHC, support the computer lab's technology needs. IT staff aid with computer applications, operations and minor troubleshooting as needed. The IT Department is responsible for the technology infrastructure of the Open Lab and ensures that the computers and the systems are working properly.

The library staff at LAHC created research workshops which are taught by both the library faculty chair and other faculty librarians. These workshops teach students how to find and evaluate library and website resources, and how to cite them. The workshops are advertised to the student body as well as to faculty and are held weekly at various times during operational hours. Students can sign up to attend a workshop and faculty can request workshop sessions for their courses via an online request form (IIB1-11 Faculty Request Form).

Housed within the LLRC are the Tutoring Center and Reading aka Literacy Center, Writing Center, Math Lab, and Hi-tech Center and are collectively referred to as tutoring. The Tutoring Center Instructional Assistants and tutors are dedicated to creating a student-centered environment that fosters creativity and lifelong learning through the delivery of high-quality flexible workshops, tutoring, and self-paced learning programs. Each area has a set of dedicated computers as well as physical tutoring space. The Math Lab supports students by providing one-

on-one or small group math tutoring for all math courses, in-person and online (IIB1-12 Math Lab Website). The Writing Lab provides one-on-one writing consultations to all students from all disciplines and at all stages of the writing process, in person and online (IIB1-13 Writing Lab Website). Drop-in one-on-one tutoring is provided in English, math, and reading while one-on-one and group tutoring sessions are provided in subject specific areas such as accounting, anatomy, economics, chemistry, physics, microbiology, and physiology (IIB1-14 Learning Resource Center Website). Students can access tutoring online via both NetTutor and via Penji, allowing students to schedule appointments with LLRC tutors remotely (IIB1-15 Net Tutor Data). Adjacent to the tutoring area is the High Tech Lab, which provides specialized assistance to students with documented disabilities (IIB1-16 High Tech Lab Website).

As of spring 2022, LLRC tutoring activities are coordinated in tandem between two Instructional Assistants (IAs), one with a background in Mathematics and the other in Reading/English. The IAs hire peer tutors and provide initial and ongoing training on basic literacy and reading comprehension. Additionally, tutors complete Study Skills DLA's (learning styles, annotating a textbook, and time management) and or Reading Comprehension (understanding vocabulary, main ideas, supporting details, patterns of organization, and inferences) (IIB1-17 List of Attendees at Training).

Tutoring services are available at various times in-person and online based on the schedule of classes and student demand. For example, during the spring 2022 semester, the Writing Lab was open in person for a total of 18 hours and online 34 hours for a total of 52 service hours each week (IIB1-18 Tutoring Hours of Operation). The Instructional Assistants and tutors provide quality and innovative tutoring services in reading, writing, mathematics, sciences, humanities, and a variety of academic and CTE courses to all LAHC students in an environment that is conducive to their learning style and educational program.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The Library/LRC has the responsibility of supporting "life-long learning" for students. Library faculty guide students and support faculty by creating research guides and conducting library orientations and workshops. The librarians provide the knowledge, experience, and skills for selecting and accessing print and electronic resources and research tools to the campus community. The technical and information accessing skills acquired at the library, in Library orientations, and research workshops assist with preparing LAHC students for engaging with college-level coursework in both on-campus and off-campus/remote modalities.

The Tutoring Center/LRC has embraced its role of delivering academic support workshops and tutoring sessions to better prepare students in their academic advancement. The Tutoring Center is a vibrant open area where students are welcomed to self-study, work with other peers, and meet with tutors and instructors from across the campus both online and in-person.

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

Evidence of Meeting the Standard

LAHC follows LACCD Board Policy (BP) 4040 Library and Library Support Services (IIB2-01 BP 4040 Library and Support Services) affirming that "library and learning support services that are an integral part of the institution's educational program and will comply with the requirements of the Reader Privacy Act." LAHC relies on the expertise of faculty and learning support services coordinators to create a comprehensive collection of educational materials and equipment. Consistent with BP 4040, LAHC's library provides working collections of books and periodicals for each major field of the curriculum. Educational equipment and materials to support student learning and enhance the achievement of the mission are identified by each academic discipline within the department(s) via multiple modes, Program Review, Curriculum, and via the Library Collection Development Process. These processes ensure that faculty have multiple means of identifying applicable materials for adoption and use.

The Division Chair of the Library is included in the membership of the Curriculum Committee to review new curriculum and updates of existing courses to verify that the library has sufficient resources to support the curriculum and/or to purchase resources to meet curricular needs (IIB2-02 Curriculum Committee Descriptor; IIB2-03 Collection of Development Titles Added). Faculty, staff, and students can also "Suggest a Purchase" via the library website (IIB2-04 Library Information and Services Link). Librarians also email division chairs and other faculty members to ascertain what workshops, books, periodicals, and online databases would best support teaching and learning. The librarians provide orientations for new faculty members and the opportunity for all faculty members to schedule a library workshop specifically designed for their course/students (IIB2-05 Orientation Announcement and Request Form).

The curriculum process includes recommendations to the library about the needs of the students who will be taking that course. This includes online and on-campus students. While courses are typically updated every 3-6 years, faculty can request additional library resources at any time. Annual Program review is another opportunity for faculty and programs to request library resources.

Faculty members may provide the library with a copy of their course textbook from the publisher for placement in the Faculty Reserve area of the circulation desk for their classes. All library research databases are available via the Internet to students who take classes on campus and online. Students are provided links and directions from the college LLRC website.

The College has a Library Collection Development Policy that guides collection development, which is the process of selecting books, periodicals, and electronic resources. In its collection development activities, the library respects the principles of intellectual freedom as outlined in the American Library Association documents, the Library Bill of Rights, and the Freedom to Read Statement (IIB2-06 American Library Association Documents; IIB2-07 Library Bill of Rights; IIB2-08 Freedom to Read Statement).

Faculty expertise is used in the "weeding" process (de-acquisition) process and in the collection development process (IIB2-09 Wedding Process in Library Handbook, p.8). Librarians continuously monitor the collection to ensure the most up-to-date, relevant, and comprehensive materials are available to support the educational programming of the college. The campus prioritizes resources to ensure the collection materials needed can be acquired. Throughout the year, librarians work to complete a "weeding" process to discard old materials (IIB2-10 Weeding List). The librarians maintain a running chart of call number ranges that have been examined within the past decade and use that chart to determine which areas require weeding next. The librarians utilized the following criteria:

- Misleading – factually inaccurate
- Ugly – worn beyond mending or rebinding
- Superseded – by a new edition or by a much better book on the subject
- Elsewhere – the material is easily obtained from another library or from a free online source
- Added copy – unnecessary to keep
- Trivial – of no discernible literary or scientific merit
- Irrelevant to the needs and interest in the library's community
- Classic in poor condition to be replaced

Once librarians finish removing weeded materials from the shelf, they determine if there is or is not a substantial gap in the subject area. They then map the subject area to current or proposed curriculum to determine whether the gap needs to be filled or if the subject area can remain unfilled. For example, in a recent weeding activity for the subject of automotive repair, very few books were replaced since the automotive program was archived.

Responsibilities for developing the library's resources and collections are shared among the academic and Library faculty. They support collection development in specific disciplines and subject areas. The librarians work with input from faculty in their disciplines to provide information resources that enhance the campus curriculum, to support student learning, and to assure achievement of the institutional mission.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Following BP 4040 Library and Learning Support Services, faculty, librarians, and other instructional support staff work together to maintain library and instructional materials appropriate for the students at the College. This includes acquisitions, online databases, computer availability, and learning resource support. Review of both the library services and the instructional support services range from post-workshop/tutoring session surveys to end-of-semester library surveys in addition to division Unit Plans and the College's Program Review process.

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

Evidence of Meeting the Standard
At LAHC, the LLRC houses the library, an integrated campus Open Computer Laboratory, and Tutoring Center. Each semester, student surveys are collected to evaluate the adequacy of the LLRC program offerings. Feedback from these surveys is reviewed each academic year and improvement activities are developed as a part of the Program Review process. Recommendations from faculty are also included when planning for instructional support services for the upcoming year. Services provided by the LLRC academic support programs reinforce the attainment of student learning outcomes (IIB3-01 Learning Resource Center Survey Fall 2017; IIB3-02 Academic Library Trends Survey 18-19; IIB3-03 Academic Library Trends Survey 19-20; IIB3-04 Academic Library Trends Survey 21-22).

Each academic year, the library as a department completes the campus approved Program Review process. As such, the department staff and faculty review the student area outcomes and student learning outcomes of the department. Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. As part of the program review process, each department is provided data which includes up-to-date campus climate survey results along with student survey data results that inform the library team of both the campus and student satisfaction with Library services (IIB3-05 LLRC Program Review).

In tandem with the Library, the Tutoring Center faculty and staff review the student area outcomes and student learning outcomes survey data specifically collected for the LLRC services (IIB3-06 Tutor Self Evaluation Fall 2021 Results: IIB3-07 Citation Workshop Survey). Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. During the spring 2022 semester, Tutoring Center staff and the area Dean re-evaluated the survey tool to gather additional data related to both on-campus and online/remote services (IIB3-08 Survey Tool Evaluation Spring 2022 Results).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The College uses student surveys to evaluate services provided by the Library and the Learning Resource Center. Funding allocation is provided for Electronic Periodicals & Databases and for other resource maintenance. The Library and LRC team evaluate students' needs for their programs and services and improve their services based on the data. Additionally, the campus evaluates the impact of services by reviewing attendance data, SLO outcomes, and survey data related to all its services such as workshops, tutoring, reference assistance, etc. The data gathered via program review, also informs strategies to continuously improve services

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

Evidence of Meeting the Standard

As part of the Los Angeles Community College District, the college purchases subscriptions from the Community College Library Consortium of California. Participating in the consortium allows LAHC to expand its purchasing power, as it can purchase subscriptions at a reduced cost. LAHC renews this formal membership agreement on an annual basis (IIB4.01 Consortium Agreement). Membership in the Consortium allows the LAHC Library to acquire new as well as maintain subscriptions to the online databases in its collection. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions.

The College assures the security, maintenance, and reliability of the services provided by the consortium where both parties agree to specific terms as outlined in the agreement as further discussed in Standard 3.C.3. The College's Lightweight Directory Access Protocol (LDAP) Single Sign-on and Active Directory allow for students to securely access multiple services. The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC's membership in the Community College Library Consortium allows the library to purchase subscriptions at a reduced cost. Each year, the LAHC Librarians collect and analyze data to purchase databases based on the diverse student educational needs. The LLRC is well-funded, modern, and has the resources necessary to provide services both online and in-person. Contracts comply with LACCD guidelines and the outcomes of the services they support are evaluated on a regular basis to ensure they are utilized as intended.

Conclusions on Standard IIB Library and Learning Support Services

Los Angeles Harbor College is proud of serving students and the community by offering credit and non-credit coursework, which is supported by the Library and Learning Resource Center. The services provided are designed to provide academic support as well as ensure students have the resources necessary to ensure student success, all while enhancing the student experience. The area is well-funded, modern, and has the resources necessary to provide services both online and in-person. Contracts comply with LACCD guidelines and the outcomes of the services they support are evaluated on a regular basis to ensure they are utilized as intended.

Standard IIB Evidence List

IIB1-01 Library Database Website
IIB1-02 Streaming Video
IIB1-03 Chatbot on Library Website
IIB1-04 Springshare Agreement Summary 2021
IIB1-05 Tutorials and Workshops on Library Website
IIB1-06 Library Database and Periodicals List
IIB1-07 Calendar of Workshops Spring 2022
IIB1-08 Faculty Request Form
IIB1-09 Purchase Request on Library Website
IIB1-10 List of Computer Software
IIB1-11 Faculty Online Request Form
IIB1-12 Math Lab Website
IIB1-13 Writing Lab Website
IIB1-14 Learning Resource Center Website
IIB1-15 Net Tutor Data
IIB1-16 High Tech Lab Website
IIB1-17 List of Attendees at Training
IIB1-18 Tutoring Hours of Operation

IIB2-01 BP 4040 Library and Support Services
IIB2-02 Curriculum Committee Descriptor
IIB2-03 Collection of Development Titles Added
IIB2-04 Library Information and Services Link
IIB2-05 Orientation Announcement and Request Form
IIB2-06 American Library Association Documents
IIB2-07 Library Bill of Rights
IIB2-08 Freedom to Read Statement
IIB2-09 Wedding Process in Library Handbook, p.8
IIB2-10 Weeding List

IIB3-01 Learning Resource Center Survey Fall 2017
IIB3-02 Academic Library Trends Survey 18-19
IIB3-03 Academic Library Trends Survey 19-20
IIB3-04 Academic Library Trends Survey 21-22
IIB3-05 LLRC Program Review
IIB3-06 Tutor Self Evaluation Fall 2021 Results
IIB3-07 Citation Workshop Survey
IIB3-08 Survey Tool Evaluation Spring 2022 Results

IIB4.01 Consortium Agreement

C. Student Support Services

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

Evidence of Meeting the Standard

Regular and formal evaluations of the quality of student support services are conducted through the unit planning/program review process and the assessment of student area outcomes (SAOs). In the Harbor-Assessment-based Planning System (HAPS) (IIC1.01 HAPS Website), the goals, measures, and student area outcomes are embedded into the College's Strategic Educational Master Plan (SEMP) (IIC1.02 SEMP) and the unit planning/program review and SAO assessment process (IIC1.03 Sample Unit Plan with SAO Assessment). If a program does not meet a SEMP outcome/measure, the program then devises an actionable improvement plan to work towards meeting the outcome/measure (IIC1.04 Sample Action Plan). The SEMP is purposefully aligned with the College Mission (IIC1.05 HAPS Diagram), allowing for an evaluation of the accomplishment of the college mission based on achievement of the SEMP goals.

Regular evaluations of the quality of student support services are also conducted through surveys. District surveys, such as those conducted on online courses (IIC1.06 Online Courses Survey) and the online transition during the onset of the COVID pandemic (IIC1.07 Online Transition Survey), were used to assess the quality of the College's distance education program (IIC1.08 Technology Survey). The Los Angeles College Promise (LCAP) Program also conducted a survey to assess the quality of their program in support of student learning (IIC1.09 LA College Promise Survey). Further, each semester student surveys are collected to evaluate the adequacy of the Library and Learning Resources program offerings in addressing student needs (IIC1.10 Library Tutoring Services Survey). Feedback from these surveys is incorporated for each academic year.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Through unit planning/program review, the SAO assessment process, and survey data, the College regularly evaluates the quality of student support services. The alignment of SAOs/SEMP outcome measures in the unit planning process in the HAPS planning model, ensures that College programs, regardless of location or means of delivery, including distance and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

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

Evidence of Meeting the Standard

Consistent with LACCD Board Policy (BP) 5050 Student Success and Support Programs, (IIC2-01 BP 5050 Student Success and Support Programs), LAHC provides "Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success." Student support programs are aligned with the measures and outcomes of the College's Strategic Educational Master Plan (SEMP) (IIC2-02 SEMP). Student area outcomes (SAOs), therefore, are identified as the SEMP measures (IIC2-03 SAOs Defined in SEMP). To continuously improve student support programs and services, SAOs are assessed in the program review/unit plans for all Student Services and Administrative Services areas (IIC2-04 SAO Assessment in Unit Plan). Improvement actions are developed from an evaluation of the outcomes in the program review/unit planning process (IIC2-05 SAO Improvement Action in Unit Plan Template). Resource allocation is based on the action improvement plans developed from the program review/unit planning process (IIC2-06 SAO Assessment in Unit Plan).

Discussion of outcome measures from student survey results of programs are also used to evaluate the quality of student support programs. For instance, the counseling program continually examines its processes based on outcomes data such as the Annual College Profile (IIC2-07 Annual College Profile), the district campus climate surveys (IIC2-08 District Student Survey), and Counseling Department data reports (IIC2-09 Counseling ConexEd Reports) to address student access, persistence, and completion of educational goals. The evaluation of the data resulted in additional training for counselors on the counseling liaison model and the adoption of a new comprehensive counseling approach that utilizes the Transfer-Career Academic Program (TCAP) or Guided Pathways Framework to identify students declaring a specific major. Once students are identified using this process, counselors attempt to contact these students and connect them with academic faculty in their chosen major to help support their educational success.

Outcomes assessment for support programs also occurs through the shared governance process. At the Student Success Coordinating Committee (SSCC), equity programs including CHAMPS, Puente, Asian Pacific American Student Success (APASS), Veterans, the Dream Resource Center, Umoja, and Special Programs and Services (SPS) presented and discussed their program outcomes, including first-year completion rates for Math and English (IIC2-10 Puente Presentation on First Year Math and English Completion Rates) stimulating a discussion about best practices (IIC2-11 Best Practices Discussion, SSCC Minutes 3-1-21; IIC2-12 SSCC Minutes 4-19-21).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. In-line with LACCD BP 5050, the College establishes student success and support programs that are aligned with the SEMP measures and outcomes. SAOs are assessed annually as a part of the student support program

and services unit planning/program review process, through outcomes assessment data collected from surveys, and in shared governance committees. Improvement actions are identified as a part of the unit planning/program review process. The improvement actions and unit plans/program reviews serve as the basis for resource allocation.

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

Evidence of Meeting the Standard
Consistent with LACCD Board Policy (BP) 5300 Student Equity (IIC3-01 BP 5300 Student Equity) and the College's Student Equity and Achievement Plan (SEA) (IIC3-02 SEA Plan), LAHC is committed to assuring equitable access to educational and student support services to all the College's students.

In addition to traditional support services and programs, LAHC follows LACCD BP 5150 Extended Opportunity Programs and Services (EOPS) (IIC3-03 BP 5150 EOP&S), requiring additional support services and programs that assist students who have language, social, and economic disadvantages to support academic success. For instance, LAHC's student support programs such as EOPS (IIC3-04 EOPS), Cooperative Agencies Resources for Education (CARE) (IIC3-05 CARE), NextUp/Cooperating Agencies Foster Youth Educational Support (CAFYES) (IIC3-06 CAFYES) and California Work Opportunities and Responsibilities to Kids (CalWorks) (IIC3-07 CalWorks) have dedicated outreach, orientation, tutorial services, counseling and advising, and financial services for students; these programs support educationally disadvantaged low income single parents and foster youth students in realization of their academic potential. Programs offer both face-to-face and online service hours for students. In-line with LACCD BP 5140 Disabled Student Programs and Services (DSPS) (IIC3-08 BP 5140 DSPS), LAHC's Special Programs and Services (SPS) Office and Academic Success Action Plan (Trio Project) (IIC3-09 SPS Website) are designed to ensure students with disabilities have equal access to all the College's educational offerings. These programs facilitate equal opportunity through the provision of appropriate services, curriculum, instruction, and adaptive technology.

The College also adopts the policies set forth in LACCD BP 5055 Enrollment Priorities (IIC3-10 BP 5050 Enrollment Priorities) to establish special registration assistance for disabled or disadvantaged students for the purpose of providing equalization of educational opportunity. For instance, the College's counselors follow a tiered outreach and registration process, providing priority registration for students who are members of equity support programs such as CalWorks, Disabled Students Programs and Services, EOPS, Foster Youth, and Active Duty/Veterans (IIC3-11 LACCD District Wide Priority Registration Schedule).

The College's Maslow Center for Basic Needs (IIC3-12 Maslow Center for Basic Needs Website) was opened in spring of 2020 to support students struggling to have their basic needs met. The Center supports students who face housing insecurity, food insecurity, and clothing

needs (IIC3-13 Food Pantry Flyer). In addition, students can obtain limited case management services and information regarding resources.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. LAHC follows policies set forth in LACCD BP 5300 Student Equity, BP 5150 Extended Opportunity Programs and Services, BP 5140 Disabled Student Programs and Services, BP 5050 Enrollment Priorities, and the College's Student Equity and Achievement (SEA) Plan. In-line with these policies and the SEA Plan, the College provides services that support basic student needs, assuring equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

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

Evidence of Meeting the Standard
All of the college's programs, including co-curricular and athletic programs (IIC4-01 Athletics Website), are aligned with the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. Congruent with the College's mission, the athletic program "supports student-athlete development and excellence in five areas: Academics, Athletics, Personal Development, Career Development, and Community Service. The goals of the program include serving the high-risk students shown to be low in course completion rates, decreasing dropout rates, and increasing the percentage of student-athletes' retention, completion, and transfer rates." To contribute to the social and cultural dimensions of the educational experience of student-athletes and to ensure the program upholds high standards of integrity, the athletic program incorporates the use of program mentors, the Student Athlete Advisory Council (SAAC), grade checks/progress reports, study hall, tutoring assistance, an academic counselor, guest speakers and workshops with various campus departments, a student handbook, and a website for CHAMPS (IIC4-02 CHAMPS Website).

The Associated Student Organization (ASO) (IIC4-03 ASO Website) helps to contribute to the social and cultural dimensions of the educational experience of its students by providing students with the opportunity to experience being a part of a strong campus community through in-person and online programs and activities (IIC4-04 ASO Club List).
LAHC adheres to LACCD Board Policy (BP) 5700 Intercollegiate Athletics (IIC4-05 BP 5700 Intercollegiate Athletics) assuring "that the athletics program complies with state law, the California Community College Athletic Association (CCCAA) Constitution and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation."

LACCD BP 5400 Associated Student Organizations (ASO) ([IIC4-06](#) BP 5400 ASO) maintains that the College's co-curricular programs are "subject to the rules and regulations of the Board of Trustees." In line with BP 5420 Associated Student Organization Finance, the College has the responsibility for overseeing Associated Students funds.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC's co-curricular programs and athletics programs are all suited to the College mission and contribute to the social and cultural dimensions of the educational experience of its students. LAHC follows BP 5700 Intercollegiate Athletics and BP 5400 Associated Student Organization to ensure that all co-curricular and athletics programs are conducted with sound educational policy and standards of integrity. Consistent with BP 5430 Associated Student Finance, the College assumes responsibility for the control of these programs, including their finances.

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

Evidence of Meeting the Standard

In-line with LACCD Board Policy (BP) 5110 Counseling ([IIC5-01](#) BP 5100 Counseling), LAHC provides counseling and advising both on campus and online to support student development and success. New students participate in an onboarding process that includes either a Virtual Self-Paced New Student Orientation ([IIC5-02](#) Virtual Self-Paced New Student Orientation PowerPoint) or can attend an In-Person Early Priority Registration Event ([IIC5-03](#) 2021 Early Registration Event Flyer). While specific programs also provide counseling services, in 2020-2021, 5,984 students met with a Counseling faculty through the General Counseling Center. BP 5300 Student Equity ([IIC5-04](#) BP 5300 Student Equity) highlights the College's commitment to student equity and college services. Consistent with BP 5300 Student Equity and BP 5100 Counseling, equity groups, such as Puente, Umoja, Asian Pacific American Student Success (APASS), and Veterans have embedded counselors to support the educational and career goals of students who are members of these groups ([IIC5-05](#) Equity Counselor Links on Counseling Website). For instance, the Veterans program has a general checklist for incoming students interested in using VA Educational Benefits that includes information on scheduling an appointment with the Veteran Counselor ([IIC5-06](#) Veterans Checklist).

Using ConexEd, a case management, scheduling, and communication software, current and prospective students can schedule an online, in-person, or telephone counseling appointment through the College's website ([IIC5-07](#) Counseling Appointments on Website). Drop-in counseling hours are also available in-person and online ([IIC5-08](#) General Counseling Flyer). During campus closures, students can continue to receive counseling services through the website and via email communication. For instance, prerequisite clearances can be submitted to

the general counseling email during campus closures, ensuring students always have access to services.

Regular Counseling Division Meetings (IIC5-09 Sample Division Meeting Agenda) and Annual Counseling Summits (IIC5-10 Counseling Summit Agenda) are in place to keep faculty abreast of student success/outcomes assessment data, new mandate/initiatives, and about the College's programs, board and administrative policies, transfer/articulation agreements, and resources to help support student success. All counseling faculty are also asked to attend seminars, trainings, and conferences to obtain the most up-to-date information. Specifically, counseling faculty attend the California State University Counselor Conference (IIC5-11 California State University Counselor Conference Website) and the Ensuring Transfer Success Conference (IIC5-12 Ensuring Transfer Success Conference Website) specific to the University of California system. During counseling sessions with students, counseling faculty help students develop a Comprehensive Student Education Plan (IIC5-13 Sample Comprehensive Student Education Plan) and educate students about resources such as Assist.org (IIC5-14 Assist.org Website), the Guided Pathways Framework (IIC5-15 Guided Pathways Website), CSU/IGETC Planning Worksheets (IIC5-16 Planning Worksheets), Ci-D Website (IIC5-17 Ci-D Website), and ADT/AST Transfer Model Curriculum Templates (TMC) (IIC5-18 Ci-D TMC Template).

Several other programs also hold orientations and have dedicated counselors to provide students with information about academic requirements. For instance, EOPS (IIC5-19 EOPS Website) has a program orientation that outlines the program's benefits and requirements to maintain eligibility. Students in the program can meet with an EOPS counselor that assists them with educational planning, provides early intervention resources when necessary, and connects the students with resources such as tutoring or food insecurities.

The College's Transfer Center holds appointments, workshops, fieldtrips, and aids with university applications (IIC5-20 LAHC Transfer Center's Website); additionally, the Transfer Center has online and in-person resources for students including informational videos and pamphlets to ensure graduation and transfer requirements are clearly communicated to students. An annual transfer fair, which during COVID was transitioned to a virtual platform, is held so that students can connect with a university admissions representative.

To reach a wider audience of students about academic, transfer, and graduation requirements, the College offers workshops, classroom presentations, and major exploration opportunities where counseling partners with academic faculty to support students in these areas (IIC5-21 Sample Workshops).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Consistent with LACCD BP 5110, LAHC provides counseling and advising both on-campus and online to support student development and success. Counseling faculty attend meetings, workshops, and internal and external trainings to prepare for the advising function. By connecting students with resources that align with their goals, counseling faculty help students realize and achieve academic, personal, and career goals by providing information about academic requirements and College policies including those pertaining to graduation and transfer.

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

Evidence of Meeting the Standard

LAHC follows LACCD Board Policy (BP) 5010 (IIC6.01 BP 5010 Admissions and Concurrent Enrollment), specifying the qualifications of students appropriate for the College's programs, ensuring that the College's admission policies are consistent with the College mission. College faculty and counselors worked together to create clearly defined degree and certificate pathways published on the College's Program Mapper. The Program Mapper, available for students on the College website (IIC6.02 Program Mapper Website), organizes programs by Transfer, Career and Academic Pathways (TCAPs) to assist students with selecting a program of study (IIC6.03 TCAP's Website Page). It provides a visual representation of LAHC's catalog that shows a term-by-term sample map and includes information on occupations and careers commonly associated with each program, typical wages, and the labor market demand for California (IIC6.04 Sample Program Map). The Program Mapper clearly highlights the relationship between the College's courses and achievement of degrees and certificates, employment, and transfer to higher education programs. Through the curricular process, faculty have also developed 24 Associate Degrees for Transfer, 71 Certificates, and 39 AA/AS degrees listed in the College Catalog (IIC6.05 College Catalog).

Counseling faculty in the General Counseling Center and Transfer Center assist students with the development of Comprehensive Student Education Plans (IIC6.06 Sample Comprehensive Student Education Plan) by using degree and certificate pathways defined in the CSU/IGETC Planning Worksheets (IIC6.07 CSU/IGETC Worksheets), Ci-D Website (IIC6.08 Ci-D Website), ADT/AST Transfer Model Curriculum Templates (IIC6.09 TMC Templates), and the Guided Pathways Program Mapper (IIC6.10 GP Mapper). Counselors also educate students about resources such as Assist.org (IIC6.11 Assist.org), counselors advise students on clear pathways to complete degrees, certificates, and transfer goals.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC has adopted and adheres to BP 5101 Admissions and Concurrent Enrollment, specifying admission policies. College faculty and counselors work together to develop clearly defined degree and certificate pathways. Counseling faculty advise students on clear pathways to complete degrees, certificates, and transfer goals by assisting them with the development of a Comprehensive Student Education Plan and by educating them about resources such as the College's Program Mapper, Transfer Model Curriculum, and the College Catalog.

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

Evidence of Meeting the Standard

Due to the implementation of California State Assembly Bill (AB) 705 (IIC7.01 AB 705), English and math no longer use standardized placement tests. LAHC now uses a Self-Guided Placement model for new students (IIC7.02 Self-Guided Placement; IIC7.03 Math and STEM/Business Self-Guided Placement). As a part of the College's application process, students are asked a series of questions from AB705, including providing information on prior coursework and grade point average. Based on the student's responses to these questions, course recommendations are made. These and other admission processes are evaluated by a committee such as the District Academic Senate (DAS) (IIC7.04 Math Placement Model Discussion, DAS Minutes 12-9-21).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. While the college uses limited admissions and placement instruments such as the Self-Guided Placement Model, those used are regularly evaluated by campus committees to validate their effectiveness while minimizing biases.

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

Evidence of Meeting the Standard

LAHC adheres to the policies set forth in LACCD Board Policy (BP) 5040 Student Records, Directory of Information, and Privacy (IIC8.01 BP 5040 Student Records, Directory Information, and Privacy), requiring that student records are permanently, securely, and confidentially maintained. BP 5040 requires that "student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records."

The College also follows BP 5040 guidelines pertaining to release of student records, stating "Any currently enrolled or former student of the district has a right of access to any and all student records relating to him/her maintained by the district." Further, BP 5040 states, "No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws." BP 5040 is published on the LACCD website and in the College Catalog (IIC8.02 BP5040 in Catalog).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Consistent with the policies established in BP 5040 Student Records, Directory of Information, and Privacy, LAHC

maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The College also follows the established policies outlined in BP 5040 for release of student records and publishes the information on the district website and in the College Catalog.

Conclusions on Standard IIC: Student Support Services
Los Angeles Harbor College offers comprehensive and equitable student support services that align with the College's mission through the goals of the Strategic Educational Master Plan (SEMP) and the Student Equity and Achievement Plan. Through the assessment of student area outcomes aligned with the SEMP measures and outcomes and the evaluation of equity data, student achievement metrics, and survey results, the College continuously improves student services and programs. Academic counselors support students through their educational journeys by providing them with accurate information, clear pathways to complete degrees, certificates, and transfer goals, and resources pertinent to the College's programs of study. The College follows established Board and Administrative Policies to ensure that the College's support services are conducted with sound educational policy and standards of integrity.

Standard IIC Evidence List
> IIC1.01 HAPS Website
> IIC1.02 SEMP
> IIC1.03 Sample Unit Plan with SAO Assessment
> IIC1.04 Sample Action Plan
> IIC1.05 HAPS Diagram
> IIC1.06 Online Courses Survey
> IIC1.07 Online Transition Survey
> IIC1.08 Technology Survey
> IIC1.09 LA College Promise Survey
> IIC1.10 Library Tutoring Services Survey
>
> IIC2-01 BP 5050 Student Success and Support Programs
> IIC2-02 SEMP
> IIC2-03 SAOs Defined in SEMP Measures
> IIC2-04 SAO Assessment in Unit Plan
> IIC2-05 SAO Improvement Action in Unit Plan Template
> IIC2-06 SAO Assessment in Unit Plan
> IIC2-07 Annual College Profile
> IIC2-08 District Student Survey
> IIC2-09 Counseling ConexEd Reports
> IIC2-11 Best Practices Discussion, SSCC Minutes 3-1-21
> IIC2-12 SSCC Minutes 4-19-21
>
> IIC3-01 BP 5300 Student Equity
> IIC3-02 SEA Plan
> IIC3-03 BP 5150 EOP&S
> IIC3-04 EOPS
> IIC3-05 CARE

IIC3-06 CAFYES
IIC3-07 CalWorks
IIC3-08 BP 5140 DSPS
IIC3-09 SPS Website
IIC3-10 BP 5050 Enrollment Priorities
IIC3-11 LACCD District Wide Priority Registration Schedule
IIC3-12 Maslow Center for Basic Needs Website
IIC3-13 Food Pantry Flyer

IIC4-01 Athletics Website
IIC4-02 CHAMPS Website
IIC4-03 ASO Website
IIC4-04 ASO Club List
IIC4-05 BP 5700 Intercollegiate Athletics
IIC4-06 BP 5400 ASO

IIC5-01 BP 5100 Counseling
IIC5-02 Virtual Self-Paced New Student Orientation PowerPoint
IIC5-03 2021 Early Registration Event Flyer
IIC5-04 BP 5300 Student Equity
IIC5-05 Equity Counselor Links on Counseling Website
IIC5-06 Veterans Checklist
IIC5-07 Counseling Appointments on Website
IIC5-08 General Counseling Flyer
IIC5-09 Sample Division Meeting Agenda
IIC5-10 Counseling Summit Agenda
IIC5-11 California State University Counselor Conference Website
IIC5-12 Ensuring Transfer Success Conference Website
IIC5-13 Sample Comprehensive Student Education Plan
IIC5-14 Assist.org Website
IIC5-15 Guided Pathways Website
IIC5-16 Planning Worksheets
IIC5-17 Ci-D Website
IIC5-18 Ci-D TMC Template
IIC5-19 EOPS Website
IIC5-20 LAHC Transfer Center's Website
IIC5-21 Sample Workshops

IIC6.01 BP 5010 Admissions and Concurrent Enrollment
IIC6.02 Program Mapper Website
IIC6.03 TCAP's Website Page
IIC6.04 Sample Program Map
IIC6.05 College Catalog
IIC6.06 Sample Comprehensive Student Education Plan
IIC6.07 CSU/IGETC Worksheets
IIC6.08 Ci-D Website

IIC6.09 TMC Templates
IIC6.10 GP Mapper
IIC6.11 Assist.org

IIC7.01 AB 705
IIC7.02 Self-Guided Placement
IIC7.03 Math and STEM/Business Self-Guided Placement
IIC7.04 Math Placement Model Discussion, DAS Minutes 12-9-21

IIC8.01 BP 5040 Student Records, Directory Information, and Privacy
IIC8.02 BP5040 in Catalog

Standard III: Resources

LAHC
LOS ANGELES
HARBOR COLLEGE

Education Changes Everything!

Standard III: Resources

A. Human Resources

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

Evidence of Meeting the Standard

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

The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and administrators (DIIIA1-01 HROrgChartOps). The LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators (DIIIA1-02 HRGR110toR400). College administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. Each campus initiates hiring through the submission of a Notice of Intent to hire and works collectively with the HRD to develop appropriate job descriptions and recruitment plans. The college follows the process outlined in the HR Guide to conduct screening of eligible candidates from each candidate pool. Additionally, each hiring committee screens applications in a systematic way to ensure the qualifications are aligned with the college programmatic needs and are reflective of the job description approved by the district (IIIA1-01 LAHCScreeningRubric).

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

to conduct screening of eligible adjuncts from the HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need, and the college makes final selections for successful candidates.

LACCD utilizes a merit system through the Personnel Commission, which oversees the recruitment and testing process for classified personnel (DIIIA1-13 PCLawsRules). The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers (DIIIA1-14 PCClassSpec). Minimum qualifications are set based on the merit system testing, selection, and eligibility process (DIIIA1-15 PCWebsite). The Personnel Commission manages eligibility lists for each classification and conducts testing to establish new lists at regular intervals or when eligibility lists have been exhausted. Temporary classified positions are posted as needed by the Personnel Commission on a website for provisional assignments. Recruitment for classified positions post a minimum of three weeks as referenced in Personnel Commission Rule 615 (DIIIA1-16 PCRule615). When a classified position becomes vacant or a new position is needed, colleges may make a staffing request (DIIIA1-17 C1121ClassStaff). The college convenes a hiring committee to interview candidates to make a selection from the list of eligible candidates. The District Office provides administrative oversight and support services to the colleges. For classified staff, the LACCD HRD works in collaboration with the Personnel Commission post-recruitment.

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

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

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

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

position, including curriculum development and assessment of student learning outcomes (DIIIA2-02 AcademicJobs).

LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the EEO Plan District protocols (DIIIA1-03 HRGuideR110; DIIIA1-04 HRGuideR121; DIIIA1-05 HRGuideR122; DIIIA1-06 HRGuideR124; DIIIA1-07 HRGuideR130; DIIIA2-03 EEOPlan). At LAHC, the screening committee is assembled from faculty experts in the discipline, academic deans and the area Vice President who interview candidates, assess qualifications as well as job preparedness and potential effectiveness, and evaluate teaching demonstrations. Faculty are then selected based upon the highest scores in the selection process and a qualitative assessment of how well the prospective candidate fits with the needs of the college in terms of mission, departmental strengths, and ability to drive student success based on student needs. A list of at least two, preferably three of the highest ranked candidates are forwarded to the President for final selection.

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

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

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

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

Evidence of Meeting the Standard
LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* (DIIIA2-01 CCCCOMinQuals). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators through the Personnel Commission (DIIIA1-14 PCClassSpec). Candidates are required to provide credentials, transcripts, and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. The search committee conducts the

initial evaluation of applicant minimum qualifications (DIIIA3-01_ EmployeeWebpage). HR validates minimum qualifications before a formal employment offer is made for academic employees.

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

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

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

The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements:

> *Degrees and credits must be from accredited institutions. Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service.*

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

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

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

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements (DIIIA5-01 _AFT1521CBAAArt19; DIIIA5-02_AFT1521CBAAArt42; DIIIA5-03_AFT1521ACBAAArt16; DIIIA5-04_B&CTradesCBAAArt15; DIIIA5-05_SEIU99Art12; DIIIA5-06_SEIU721Art11; DIIIA5-07_TeamstersArt8; DIIIA5-08_FacEvalFormACD; DIIIA5-09_FormPE_CT_PM; DIIIA5-10_FormPE_CR_Trades; DIIIA5-11_FormPE_CS_721; DIIIA5-12_SEIU99AppxC; DIIIA5-13_TeamFormEval). Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 (DIIIA5-14_BP7150; DIIIA5-15_PCRule702; DIIIA5-16_HRGuideE210; DIIIA5-17_HRGuideE215).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system (DIIIA5-18_EASyRedacted). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for spring 2020 through spring 2021 (DIIIA5-19_AFT1521MOU2021; DIIIA5-20_AFT1521AMOU2020; DIIIA5-21_TradesMOU2020; DIIIA5-22_TeamstersMOU2020; DIIIA5-23_SEIU99MOU2020; DIIIA5-24_SEIU721MOU2020). These efforts were made to ensure that evaluations would consider the move to remote environments and changes to job functions. During the pandemic response, there were significant shifts in the evaluation deadlines to accommodate for the emergency conditions. This led to an accumulation of evaluations due in the same period. To assure the most effective evaluations for increasing student outcomes, the college has developed a plan in which evaluations will all be completed by December 2022. Based on the 2021-2022 evaluation period, 40% of evaluations were completed. Data for this metric was supplied by the district on June 1, 2022, however the evaluation period technically ended on June 6, 2022. During that 5-day window, an additional 53 evaluations were completed, bringing the total to 273 completed of 549 due, equating to a completion rate of 49.7%. The college President subsequently drafted a memo to campus administrators and supervisors outlining an improvement and accountability plan to ensure all evaluations are completed by December of 2022.

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

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

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

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

Evidence of Meeting the Standard

At LAHC, prioritization of faculty hiring requests is completed by the Faculty Hiring Prioritization Committee (FHPC), which operates under the auspices of the Academic Senate. The FHPC is established by the faculty AFT1521 bargaining unit agreement Article 32 (IIIA7-01 FHPC Faculty Contract Article 32) and is a shared governance committee comprised of faculty members that assess faculty tenure track hiring needs in accordance with the resources noted above. FHPC prepares a prioritized listing of faculty hiring requests based on a review of program review data that evaluates progress towards student success metrics which is summarized in the FHPC application (IIIA7-02 FHPC Application) for the college president to consider (IIIA7-03 FHPC Ranking Report 2021-2022). The college president evaluates the requests against college needs, student needs, and the mission of the college and then determines which positions will best reflect those goals in the context of student success metrics. The college president communicates the final hiring approvals to the FHPC and Academic Senate via a formal notification letter (IIIA7-04 Faculty Hires Memo to Academic Senate 21-22). Based upon available resources, and the results of the prioritization processes, the College submits a Notice of Intent (NOI) and job descriptions for each faculty position it intends to fill (DIIIA7-01 NoticeofIntent).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

- Harbor Palooza Event to familiarize students and employees with our campus.
- Flex Days in fall and spring to provide faculty with training on all aspects of college policies, practices, student retention and success strategies, and campus-wide information.

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

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

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

Analysis and Evaluation
Orientation, communications, and professional development activities are made available to all full time and adjunct faculty. All faculty are invited to participate in campus-wide events.

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

The College has planning practices that provide the opportunity to evaluate staffing levels on an annual basis for support personnel.

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

Evidence of Meeting the Standard

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

At LAHC, the college examines the number of administrators it needs based upon an allocation model provided by LACCD's District Office (IIIA10-01 Minimum Base Funding) that shows the FTES count, plus the number of full-time faculty, and calculates a reasonable caseload of students and faculty per dean districtwide to determine how many academic administrators should be hired at the college. This is done to ensure adequate academic administrators are at the

campus to serve student and faculty needs for sufficient levels of service. The rubric also makes allocating facilities and administrative personnel formulaic based upon FTES and campus square footage as well as number of employees to be managed. This ensures adequate and efficient staffing levels. Should there be campus-level needs for additional administrators, such as to manage a state or federal grant, those hiring decisions are made if they are needed or required to support grant functions.

Analysis and Evaluation
LACCD has policies in place to determine minimum administrator staffing levels. LAHC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

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

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

Item	Location
BP Chapter 7	On the LACCD BoardDocs Homepage, click on the Polices link (DIIIA11-01_Ch7BoardDocs)
HR Protocols	Human Resources Website (DIIIA11-02_HRGuides)
Collective Bargaining Agreements	Human Resources Website (DIIIA11-03_UnionContracts)
Employee Forms	Human Resources Website (DIIIA11-04_FacStaffForms)

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

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

Evidence of Meeting the Standard
One of LACCD's core values is "The Power of Diversity." Los Angeles Community College District has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence &

Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (DIIIA12-01_BP1200). There is a broad range of trainings that support, encourage, and address issues related to diversity and equity as it relates to personnel and students. Faculty are able to use resources through the Vision Resource Center (DIIIA12-02_VRC). The LACCD EEO Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (DIIIA2-03 _EEOPlan). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (DIIIA12-03_EEOAdvCommRep).

To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool (DIIIA1-11_RecruitmentStrat). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must have participated in EEO Hiring Committee Training every three (3) years. Each academic and/or classified hiring panel includes a non-voting EEO Representative selected by the college president (DIIIA12-04_TrainedEEOReps). To institutionalize practices of equity and diversity, in the summer of 2020, LACCD established a "Framework for Racial Equity and Social Justice" that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a districtwide race, equity and inclusion Human Resources Workgroup that is to address systemic barriers to the recruitment, hiring, and promotion of historically underrepresented and marginalized communities (DIIIA12-05_FrmwkRacialEqty). This provides the mechanism for all in the LACCD to assess, through its annual review processes, the effectiveness of the support provided to its community of staff and students.

In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad-Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. At the campus level, the Racial Equity and Social Justice (RESJ) committee works in tandem with the professional development coordinator to offer trainings, such as conducting a syllabi equity audit, campus book, cultural events, and other relevant activities. These provide opportunities for faculty, staff, administrators, students, and the community to participate and discuss policies and procedures related to equity and diversity (DIIIA12-06_LGBTQBlackFlyer; DIIIA12-07_LGBTQBlackAgenda; DIIIA12-

08_MACALADACAFlyer; DIIIA12-09_MACALADACAAgenda; DIIIA12-10_AdHocNonEngSpeak).

Analysis and Evaluation
LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. The core value of diversity is expressed in the District commitment to hiring a diverse faculty and staff and assessing equity in hiring for all employee classifications. As charged, the EEO Advisory Committee reviews recruitment strategies and makes recommendations to LACCD Board of Trustee accordingly. At the campus level, both professional development and engagement activities are promoted to all employees to further promote racial equity and social justice.

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

Evidence of Meeting the Standard
One of LACCD's Core Values is Public Accountability & Transparency; as such, the LACCD has a number of Board Rules that address written codes of professional ethics for all its personnel. LAHC employees abide by the written codes of professional ethics as outlined in the Board Rules. Additionally, policies regarding professional ethics for all constituencies are clarified in the published College Catalog (IIIA13-01 LAHC Course Catalog, p. 420). For instance, LAHC follows BP 4030 Academic Freedom (IIIA13-02 BP4030 Academic Freedom) requiring individuals of the College to "uphold the District's professional ethics policies for faculty, administrators, and staff; and in the case of students, abide by the District's Standards of Student Conduct." LAHC Board Policy 5500 Standards of Student Conduct (IIIA13-03 BP 5500 Standards of Student Conduct) specifies the policies that promote honesty, responsibility, and academic integrity. BR 5500 further details the College's policy on academic dishonesty and includes relevant examples. Additionally, BP 5500 requires that the "Conduct in all the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff, or visitor."

Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Rules (DIIIA13-01_BP2715), the Personnel Commission has Laws & Rules covering all Classified employees (DIIIA13-02_PCRule735), and the Education Code 87732 covers academic employees (DIIIA13-03_EdCode87732), which could lead to employee discipline.

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

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

Evidence of Meeting the Standard

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

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

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

- Harbor Palooza event to familiarize students and employees with our campus.
- Flex Days in fall and spring to provide faculty with training on all aspects of college policies, practices, student retention and success strategies, and campus-wide information.
- LAHC Opening Day events held during the first week of the fall and spring semesters to familiarize faculty with current campus-wide information and strengthen student success strategies.
- Distance Education Webinar Series to acquaint them with strategies for online teaching success.
- Equity Professional Development to strengthen teaching methodologies for students of color.
- Vision Resource Training to convey how to take advantage of trainings and professional development opportunities.
- Canvas Training for faculty to learn this software to aid teaching and learning.

- Safe Zone Training, Women's History Month, Dia de los Muertos events, Disability Awareness Month, Hispanic Heritage Month, and Black History Month events all provide outlets for faculty to learn how best to serve diverse populations.

Classified staff at LAHC have been provided several training opportunities to expand their ability to offer effective support services to students in an online environment including:
- SAP training tips (IIIA14-02 SAP Training Tips)
- Procurement training (IIIA14-03 Procurement Training slides; IIIA14-04 Procurement Training)
- Training for processing budget transfers (IIIA14-05 EBTA)
- Training for AdobeSign PDF files to automate online signatures (IIIA14-06 PDF Training Adobe Sign).

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

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

Analysis and Evaluation
There are appropriate opportunities for staff, faculty, and administrators to develop professionally at all levels. LAHC sufficiently and robustly plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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

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

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

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

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

College planning processes include professional development for all faculty, staff, and administrators. The Board of Trustees has policies for expected professional conduct. LACCD maintains a pool of diverse faculty, staff, and administrators. Focused efforts by LACCD to create institutions that include equitable practices have become a fabric of the institutions. The District maintains secure storage for personnel files that are made available to employees on request. In line with a "Framework for Racial Equity and Social Justice," LAHC promotes an understanding of equity and diversity evidenced by the commitment to hiring diverse faculty and staff for all employee classifications.

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

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

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

LACCD and LAHC are guided by various collective bargaining agreements, applicable Board Policies, Administrative policies, and Personnel Commission Rules and they follow the procedures that are in place to evaluate their employees. All District employees are asked to follow a written code of ethics outlined in Board Rules and Administrative Procedures. Further,

the District has implemented policies to maintain records in a secure environment. The College meets this standard.

Standard IIIA Evidence List

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

DIIIA2-01 Updated CCCCO 2020 Report Min Qualifications-
DIIIA2-02 Academic Jobs
DIIIA2-03 EEO Plan
DIIIA2-04 Equivalency Committee (DEC)
DIIIA2-05 HR R-130N
DIIIA2-06 AP on Equivalency
DIIIA2-07 Faculty Job Description

DIIIA3-01 LACCD Employment Webpage

DIIIA4-01 BP 7210 Academic Employees
DIIIA4-02 LACCD Board Rules Chapter X, Article III

DIIIA5-01 AFT Faculty Guild Article 19 - Evaluation Procedures
DIIIA5-02 AFT Faculty Guild Article 42- Tenure
DIIIA5-03 AFT 1521A Staff Guild CBA Evaluation Process
DIIIA5-04 Building & Construction Trades CBA Article 15 - Trade Evaluation Procedures
DIIIA5-05 SEIU Local 99 - Article 12 - Evaluation Procedures
DIIIA5-06 SEIU 721 - Article 11 - Evaluation Procedures
DIIIA5-07 Teamsters - Article 8 - Evaluation Procedures
DIIIA5-08 Faculty Evaluation Form ACD
DIIIA5-09 Form-PE-CT-PM - Classified Staff Permanent Employee Evaluation

B. Physical Resources

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

Evidence of Meeting the Standard

The creation of safe and accessible facilities is the mutual responsibility of the College and the District Facilities Planning and Development Department (FP&D). To achieve these goals, FP&D supports colleges with facilities planning, capital improvements, higher cost deferred maintenance and establishing districtwide standards. FP&D ensures safe and accessible facilities by assisting colleges designing and constructing California Field Act (Field Act) compliant buildings, facilities, and systems as specified by California's Division of State Architect (DSA) ultimately assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and facilities conditions index (FCI) reports to ensure campus buildings, systems, and workspaces are in safe working order (DIIIB1-01 FCIReport021122). The College's Facilities Maintenance and Operations (FM&O) department implements facilities scheduled maintenance using a building system and equipment database which is updated annually by FM&O staff (DIIIB1-02 FUSIONProjList5Yr).

LAHC's Space Inventory (IIIB1.01 Fusion Space Inventory) identifies each space on campus and is used as a resource for a variety of projects including construction planning and operational evaluation and analysis.

At LAHC, a shared governance body titled "CORE" reviews all facilities planning and prioritizes projects. CORE meets regularly with the college's Build LACCD bond College Project Team (CPT) to coordinate efforts between the college-level Facilities, Maintenance and Operations Team (FMO) and the district-level bond projects team. This group prioritizes all facilities funding that comes to the college for large construction and facilities projects. The Five-Year Capital Plan (IIIB1.02 5YR Cap Plan) outlines the priorities for spending and a prioritized spending list is extrapolated from this (IIIB1.03 SMP Funding Priorities; IIIB1.04 LAHC SMP Plan). At each CORE meeting, project updates are provided, the list discussed, and adjustments made as needed (IIIB1.05 CORE PowerPoint; IIIB1.06 CORE Minutes). The college also has funding for small-scale facilities and construction projects which are prioritized through CORE as well (IIIB1.07 Small Projects Priorities List).

LAHC also has an ADA Title II Transition Plan (IIIB1.08 ADA Transition Plan) that identifies the list of barriers and describes how barriers will be removed.

LAHC routinely analyzes its operational staffing levels to ensure that it can maintain a clean working and learning environment. Regularly, the college is provided with a chart from the District Office showing staffing levels for custodial, gardening and, maintenance employees which are benchmarked against APPA standards. The college analyzes these to determine hiring priorities (IIIB1.09 Custodial Staffing Levels; IIIB1.10 Gardening Staffing Levels; IIIB1.11 Maintenance Staffing Levels). For example, in 2021, after reviewing the chart, the college opted

to increase its staffing levels to gain ground on providing the staffing levels suggested by APPA. The college hired four custodians, a maintenance assistant, a plumber, and a gardener. The 2022-2023 budget calls to add an HVAC Technician and a General Foreman as well as a result of this staffing analysis. By examining industry suggestions and hiring accordingly, the college has improved the cleanliness and the overall look of the campus. It has also increased the Facilities operational budget to properly provide supplies and materials for these new employees to successfully provide cleanliness service.

In terms of maintaining a healthful and clean campus, LACCD has rolled out a Cleanliness Initiative (IIIB1.12 LACCD Cleanliness Initiative) to focus on providing clean college buildings. LAHC also assesses current building conditions, and the District Office has provided support to make cleaning systems current (IIIB1.13 COVID Repairs List) to comply with the new way of cleaning buildings in a COVID-19 pandemic era. This allowed for ducts to be cleaned, new cleaning equipment purchased, and new systems of disinfection to be installed.

LAHC instituted a new work order system to quickly assess areas of operational need for FMO employees as well. College employees can enter work orders into an online work order system, called a BIM GENIE system to request maintenance and repairs. The campus was made aware of this new process to enter work order requests and provided appropriate training (IIIB1.14 BIM Genie Access Instructions). The system is functioning well (IIIB1.15 NEW Work Order System Email). The Director of Facilities at LAHC assesses the new work order system daily and assigns work orders to FMO personnel, (IIIB1.16 Work Orders by Trade) which helps ascertain need for additional staffing. The Director of Facilities monitors the completion of work order requests to continually monitor progress on safety and cleanliness (IIIB1.17 LAHC Workorders 5-21 to 2-22). On a regular basis, the District and campus perform inspections to ascertain campus cleanliness conditions and make corrections as needed prior to the beginning of each semester (IIIB1.18 Building Readiness Spring).

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

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

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

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

Evidence of Meeting the Standard
In support of the College mission to ensure the effective use and continuing quality of its physical resources, the FP&D and College facilities office work collaboratively to regularly evaluate facilities, equipment, instructional equipment, and assess facilities and equipment plans, both near-term and long-term.

LAHC provides input on all facilities master planning through its CORE shared governance body and that body prioritizes the college needs which are moved up through the master plan (IIIB2-01 5YR Cap Plan; IIIB2-02 SMP Funding Priorities).

Currently, LAHC leases out a building on its campus to a high school from the Los Angeles Unified School District through a ground lease (IIIB2.03 HTPA Ground Lease).

Analysis and Evaluation
Well-considered planning and implementation of construction projects establish LAHC's commitment to construct and maintain facilities that ensure access, safety, security, and a healthful learning and working environment.

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

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

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

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

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

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

Evidence of Meeting the Standard
Periodically, the District's Board of Trustees Facilities Master Planning and Oversight Committee (FMPOC) reviews and adopts revisions and updates to the Colleges Facilities Master Plan (DIIIB4-01_LAVC_FMP_Agenda; DIIIB4-02_LAVC_FMP_Present; DIIIB4-03_LAVC_FMP2020; DIIIB4-04_LAVC_FMPAddendum). These plans evaluate and recommend long-range development plans that are often bond funded. Facilities Master Plans are updated or revised on an as needed basis to support the Educational Master Plan and specific near and long-term facilities and infrastructure needs. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis (DIIIB4-05_PPISAllocMemo2021; DIIIB4-06_LACCD5YrConstPln; DIIIB4-07_PPISFundingMemo21; DIIIB4-08_PPISAllocations21).

Total Cost of Ownership (TCO) of new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds such as, but not limited to:
- LACCD Deferred Maintenance Fund (DIIIB4-09_LACCDDefMaintFund)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects (DIIIB4-10_LACCThArtsReplcmnt).

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

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

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

Conclusions on Standard IIIB:
LACCD ensures that all colleges have accessible, safe, secure, and healthy facilities. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions. LAHC collaborates with the District Facilities Planning and Development Department (FP&D) to provide safe and sufficient facilities through facilities planning, capital improvements, higher cost deferred maintenance, and the establishment of district standards in compliance with the California Building Code (CBC) and Americans with Disabilities Act (ADA). Ongoing evaluation and planning related to College feasibility and effectiveness of physical resources in supporting programs and services is embedded in College's shared governance structure. Input on facilities master planning at the college level occurs through CORE, a shared governance committee that regularly assesses, evaluates, and monitors the institutional improvement goals and prioritizes funding to projects that will provide the most effective safety and security, upgrades, ADA compliance, and instructional support. CORE prioritizes the college needs that help to inform the Facilities Master Plan.

The Educational Master Plan and annual program review, as well as an annual assessment of facilities and equipment condition inform short-term scheduled maintenance and long-term capital building plans. Long-range capital planning, supporting the Strategic Educational Master Plan (SEMP), is integrated into the Facility Master Plan. The Five-Year Capital Outlay Plan submitted annually by the District to the California Community Colleges Chancellor's Office also informs the Facilities Master Plan. The College meets this standard.

Standard IIIB Evidence List
    DIIIB1-01 FCI Report 021122
    DIIIB1-02 FUSION Overview and Project List 5 Year
    IIIB1.01   Fusion Space Inventory
    IIIB1.02   5YR Cap Plan
    IIIB1.03   SMP Funding Priorities
    IIIB1.04   LAHC SMP Plan
    IIIB1.05   CORE PowerPoint
    IIIB1.06   CORE Minutes
    IIIB1.07   Small Projects Priorities List
    IIIB1.08   ADA Transition Plan
    IIIB1.09   Custodial Staffing Levels

C. Technology Resources

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

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee, the Technology Policy, and Planning Committee (TPPC). The TPPC is cochaired by the LACCD Vice-Chancellor/CIO and a District Academic Senate Designee and is comprised of representatives from these constituencies: faculty, distance education, administration, District Academic Senate, Faculty Guild, and Staff Guild (DIIIC1-01_ TPPCCharter; DIIIC1-02_TPPCBylaws). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies (DIIIC1–03_TPPCSched20-22; DIIIC1-04_TPPCAgndaMins).

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

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

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

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our students (DIIIC1-08_OITMissionStmnt). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology, (2) Web Services, Student, and Scholarly Technologies, (3) Enterprise Resource Planning Applications/Administrative Applications, (4) Infrastructure Services, (5) Information Security, (6) Project & Portfolio Management, and (7) Technology Customer Service Delivery. (DIIIC1 –09_OITSvcMdl; DIIIC1-10_OITOrgChart).

Each of the Colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for college departments, as well as managing audio visual and desktop technology needs for the campus. At LAHC, OIT provides a wide variety of instructional technology supports. OIT ensures classrooms are hosting the latest technology to provide excellent teaching and learning opportunities for students and faculty alike and they regularly assess technology equipment conditions to ensure teaching environments are updated and in good working condition. The Library hosts a pay-for-print option so students can print library materials (IIIC1.01 GST Library Pay For Print Quotation). Technology for the classrooms is routinely updated according to the District's Technology Plan. Roughly half the computers on campus have been replaced in the past two years providing modernized learning technology (IIIC1-02 GST Quote 250 Computers). Faculty are also provided with tools to amplify voices in the room so students can effectively learn in the classroom, including those with disabilities (IIIC1-03 GST Microphone Quotation). And, with the onset of the COVID-19 pandemic and the ever-evolving change in how instruction is delivered, LAHC has instituted multiple Hy-Flex classrooms to effectively deliver offsite and online learning (IIIC1-04 GST HyFlex Quotation). Our Culinary labs were also refreshed with state-of-the-art learning technology so students can easily see cooking instruction (IIIC1-05 GST Culinary Technology Quotation). LAHC boasts updated learning technology that gets replaced at regular intervals to ensure top notch learning environments. The LAHC Technology Committee regularly looks at current needs for instructional software and equipment and makes recommendations for purchase (IIIC1-06 TAC Agenda 1.18.22). Faculty and staff on that committee research effective learning tools and continually update technology to meet current effective teaching and learning practices. OIT provides support for over 70 applications utilized district wide (DIIIC1-11 DWAppList). LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design using a single content management platform (DIIIC1-12 DWWebPlatform).

OIT manages and maintains LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine College campuses, satellite campuses and the ESC (Educations Services Center). The LACCD LAN services the needs of over eight thousand LACCD employees across nine campuses and their satellite campuses, and the Educational Services Center (ESC). The Wide Area Network supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides LACCD with Firewall, Security and Network Access Services. OIT manages and provides network support for 25 wireless controllers, and over 2300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses (DIIIC1-13 NetworkInfraSum).

At LAHC, should issues arise and instructional technological support is needed, OIT maintains a help desk and emergency line faculty and staff can use should the need arise. In terms of assessing ongoing repair needs, OIT regularly assesses and upgrades classroom audio visual equipment (IIIC1-07 PP AV Readiness Update) and repairs or replaces when necessary (IIIC1-

LAHC AV Readiness Chart). OIT personnel housed onsite respond quickly when issues arise so as not to disrupt instruction, staff work, or student services provided.

As mentioned in Standard II.A.7, Distance Education coordinators provided extensive training to faculty to provide effective strategies to deliver online instruction so students could retain and succeed in their online courses. Faculty and staff learned how to teach online, deliver student services online, and work effectively online. This allowed the college to adapt as easily as possible to online learning during the COVID-19 pandemic and pivot the way it delivers services and considers how it will offer those services to meet student needs in a post-pandemic era.

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

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

Evidence of Meeting the Standard
In an effort to ensure that College needs are met and to provide adequate technology support for operations, programs, and services, LACCD developed a multi-year district-wide Innovation and Technology Plan which was vetted by the Technology Policy and Planning Committee and approved by Chancellor Rodriguez in 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan Goals and outlines eight (8) IT strategic priorities that support the District and College missions, operations, programs, and services (DIIIC2-01 LACCDTechPlan2126).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors (DIIIC2-02 _ITProjRequest; DIIIC2-03_OITProjReqForm).

The operationalization of the technology plan is done through District-Wide IT initiatives/projects and college-specific efforts/projects. The districtwide IT initiatives are organized in a technology roadmap (DIIIC2-04_LACCDITRoadmap). All IT projects status updates are being maintained on the OIT Projects Dashboard (DIIIC2-05_OITProjDashboard). The LACCD technology roadmap was revised due to the Covid-19 pandemic to include tools and technologies needed to operate remotely, such as video conferencing and cloud-based subscription services for teaching and learning. Subsequently, the technology roadmap has been further revised to incorporate telecommuting options and hybrid teaching.

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

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existenting equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program (DIIIC2-06_LACCDInstrSpace; DIIIC2-07_InstrSpacesTech; DIIIC2-08_InstrSpcTechRead; DIIIC2-09 _LACCDInstrTechInv; DIIIC2-10_LACCDTechRefresh). College specific initiatives are coordinated at the college level in cooperation between the college personnel and OIT employees housed at the campus. At LAHC, OIT in concert with the Technology Committee, continuously plan for, update and refresh technology to ensure it is up to date and meets the learning and service needs of LAHC students and employees. Laptop computers for employees are assessed yearly and a schedule of those needing replacement is provided to the LAHC administration for funding (IIIC2-01 Harbor Laptop Refresh Updated 2021). OIT also provides an updated technology inventory so the LAHC administration and Technology Committee can prioritize replacements (IIIC2-02 LAHC Technology Asset Inventory). Currently, the Unit Plans indicate the resources needed and roll up through the shared governance bodies that allows the Budget Committee, the College Planning Council, and each division (Academic Affairs, Administrative Services and Student Services) to prioritize their resource needs and have them prioritized for funding (IIIC2-03 Unit Plan 2016).

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

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

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

The institution evaluates existing technologies by using feedback from end user constituencies through its participatory governance and program review processes, which inform the planning and prioritization process.

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

Evidence of Meeting the Standard

The District supports the colleges with instructional and academic applications that are used districtwide. In collaboration with the District Academic Senate's Online Education and Academic Technology Committee, the Office of Educational Programs and Institutional Effectiveness develops an annual list of needed programs for districtwide implementation. The Senate committee created criteria for districtwide purchasing and prioritization to assure that program needs are met. The District implemented this criteria and provided access to over 50 applications to support college programs and services (DIIIC3-01 _CriteriaDWInsTech; DIIIC3-02_InstAppList).

The institution maintains an inventory of technology assets (DIIIC3-03_TechAssetsInven) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards (DIIIC3-04_TechRefreshStan; DIIIC3-05_TechMaintRefresh). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. The Administrative Procedure is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans (DIIIC3-06_AP3724; DIIIC3-07_SISDisasRecovPlan; DIIIC3-08_SAPDisasRecovPlan).

The District's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections (DIIIC3-09_SecAwareNotificat), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) (DIIIC3-10_InfoSecStrategy; DIIIC3-11_OpProtocoIInfoSec). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems (DIIIC3-12_InfoSecCalendar22). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policy and Administrative Procedures (DIIIC3-13_InfosecEvalContr; DIIIC3-14 PrivilegedAccess; DIIIC3-15_ServerCertProcess; DIIIC3-16_CompNetworkUse. DIIIC3-17_IncidentMgmt; DIIIC3-18_IncidentResponse; DIIIC3-19_RecurringOpTasks; DIIIC3-

20_SP_PII_SecConf; DIIIC3-21_SecOpsKiteworks; DIIIC3-22_PCIASV_Scanning; DIIIC3-23 PreProdServerVuln; DIIIC3-24_QtrlyVulnerability; DIIIC3-25_SpirionSecScan).

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

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

Evidence of Meeting the Standard
At LAHC, the Vision Resource Center provides a calendar of training opportunities for faculty and staff (IIIC4-01 VRC Professional Development Calendar) that includes training on topics including a Distance Education Webinar Series, a DE Canvas Workshop, and Getting Your First Job in Software Development course that allow employees to be trained and well-versed on technology topics that affect teaching and learning. OIT also maintains a training website (IIIC4-01 SharePoint Training Website) to teach employees how to use the LACCD SharePoint site and how to upload documents to the LACCD and LAHC websites. User guides (IIIC4-03 User Guides on Website) allow employees access to user guides for the Vision Resource Center and employee intranet. Thus, LAHC employees are provided substantive training materials on how to access and use the technology needed for employment, teaching, and learning. The California Community Colleges Chancellor's Office has various technology trainings available through the Vision Resource Center.

LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online; as of February 2022, LACCD has 4,275 DE certified faculty (DIIIC4-01 FacApprovedOnline). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.

The IT Department webpage offers direct links to informational resources providing guidance in the use of technology systems (DIIIC4-02_FacStaffTechRsrcs). These resources are updated routinely to keep current with changes in the technologies implemented.

Students have a variety of opportunities to receive training in technology. Several online technology training resources are readily available to support student technology needs. For instance, the College website has tutorials on use of the student portal, email system, registering for classes, and how to install Office 365 ProPlus (IIIC4-04 Student Support Website). The distance education and library websites include additional technology training opportunities, including tutorials on the use of the College's online learning platform Canvas (IIIC4-05

Distance Education Website) and use of the library database (IIIC4-06 Library Tutorial Website). During the annual program review process, departments indicate any additional technology training needed.

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

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

Evidence of Meeting the Standard
The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design, and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments (DIIIC5-01_OITStandardsDev). All technology implementations must be aligned with the LACCD Standards, Legal requirements, and IT recommendations.

LACCD has developed several Infrastructure Standards (DIIIC5-02_DesignMPOE; DIIIC5-03_FiberCabling; DIIIC5-04_CampusNetwkDesign; DIIIC5-05_RoomSizeStandards; DIIIC5-06_NtwkInfraHardware; DIIIC5-07_VOIPUnifiedCom; DIIIC5-08_StorageBackupSys); End User Computing Standards (DIIIC5-09_EndUser), and Instructional Classroom Audio-Visual Standards (DIIIC5-10_AudioVisual). These standards are used across the district in all new College and district-wide investments as well as all Bond Measure J and Measure CC related technology projects (DIIIC5-11_MeasureJTech; DIIIC5-12_MeasureCCTech; DIIIC5-13_BondProjDash). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment (DIIIC5-14_BP3720).

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

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

Conclusions on Standard IIIC: Technology
LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The support, hardware and software

provide the services, equipment, and technology need of the College. Plans are in place for technology replacement – on the administrative side, the LACCD Office of Information Technology follows a replacement plan; on the college instructional side, each campus maintains its priorities based on the outcomes of the program review process. The multi-year District Innovation and Technology Plan revised in 2022, is aligned with the District Strategic Plan, and demonstrates how technology planning is infused into the overall planning process. The plan ensures that the College's needs are met and that adequate technology support for operations and programs and services are in place. LAHC collaborates directly with the District OIT to continuously plan for, update and refresh technology, and ensure it is up to date and meets the learning and service needs of LAHC students and employees. Technology training and support is made widely available for faculty, staff, students, and administrators by the District and the College. Ongoing planning and prioritizations are informed by evaluations of existing technologies gathered from end user constituencies through the shared governance structure and from surveys. The District and College maintain reliable, secure, and safe technology at all locations. The College meets this Standard.

Standard IIIC Evidence List

DIIIC1-01 TPPC Charter
DIIIC1-02 TPPC Bylaws
DIIIC1–03 TPPC Schedule 20-22
DIIIC1-04 TPPC Agenda Minutes
DIIIC1-05 TPPC Membership
DIIIC1-06 Huron IT Assessment
DIIIC1-07 OIT Shared Services
DIIIC1-08 OIT Mission Statement
DIIIC1–09 IT Service Model
DIIIC1-10 OIT Org Chart
IIIC1-01 GST Library Pay For Print Quotation
IIIC1-02 GST Quote 250 Computers
IIIC1-03 GST Microphone Quotation
IIIC1-04 GST HyFlex Quotation
IIIC1-05 GST Culinary Technology Quotation
IIIC1-06 TAC Agenda 1.18.22
DIIIC1-11 DW App List
DIIIC1-12 DW Web Platform
DIIIC1-13 Network Infrastructure Systems Overview
IIIC1-07 PP AV Readiness Update
IIIC1-08 LAHC AV Readiness Chart

DIIIC2-01 LACCD Tech Plan 21-26
DIIIC2-02 IT Project Request
DIIIC2-03 OIT Project Request Form
DIIIC2-04 LACCD IT Roadmap
DIIIC2-05 OIT Project Dashboard
DIIIC2-06 LACCD Instructional Space
DIIIC2-07 Instructional Spaces Tech Readiness

D. *Financial Resources*

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

Evidence of Meeting the Standard

The Los Angeles Community College District receives state apportionment funding based primarily upon full-time equivalent student (FTES) enrollments. Those funds are allocated to LACCD colleges through the Board adopted District Allocation Model (DIIID1-01 AllocationModel). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity, and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee (DBC) including representatives from all colleges. The Budget Allocation Model was developed through the ECDBC (DIIID1-02 AllocMdlTimeline) and with the DBC approving the final model (DIIID1-03 DBCMinutes051519). The District has Administrative Procedures on reserves (DIIID1-04 _AP6305) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

The District has also developed special funding at the District-level to support educational priorities Districtwide. This funding includes $2.5 million to support Districtwide Racial Equity and Social Justice efforts (DIIID1-05 FramewkRacEquity; DIIID1-06 2122CentAccounts). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds (DIIID1-07 SpecFundsFY21). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

LAHC has sufficient funding to support and sustain student learning programs and services and improve institutional effectiveness. In 2020-2021, LAHC maintained a positive fund balance (IIID1-01 Year End Balances). In 2021-2022, LAHC is on track to again maintain a positive fund balance (IIID1-02 Second Quarter Projection). The college has worked diligently with its shared governance bodies including its Budget Committee and College Planning Council to identify areas of efficiency to ensure the college maintains a healthy financial status.

With regard to the distribution of resources, LAHC has historically used a unit planning process to identify resource needs (IIID1.03_Unit_Plan_2016). That process worked effectively to support and sustain student learning programs; however, it's being refreshed and LAHC instituted a new Program Review and Budget/Resource Development resource allocation plan in spring, 2022 that will provide a comprehensive resource allocation plan to ensure all college priorities are considered and prioritized for funding in alignment with the college's mission and plans. This new model rolls out over the spring, 2022 semester and will be finalized by June 30, 2022, in time to fund resource priorities in the 2022-2023 budget (IIID1-04 Budget Development Process 2022).

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

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

Evidence of Meeting the Standard
The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues (DIIID2-01_MayRevise2122) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections (DIIID2-02_DBCAgenda81121). Based on the budget development calendar (DIIID2-03 _BudgetDevCalendar), the colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 (DIIID2-04_BP6200). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget" (DIIID2-05_FY2122FinalBudget).

LAHC had historically used a unit planning process to determine resource allocation (IIID2-01 Unit Plan 2016) and is improving upon that process in spring, 2022 when it rolls out an improved Program Review and Budget/Resource Development resource allocation plan that comprehensively examines all college priorities as a whole and ensures funds are prioritized to student learning outcomes and student success metrics. The plan features a rubric that prioritizes spending on student outcomes. In February 2022, LAHC hosted a campus-wide Budget Summit where the plan was rolled out to receive input (IIID2-02 Budget Summit Agenda 2.24.2022). The

plan features rubrics which keep student success metrics in alignment with the Student-Centered Funding Formula as the indicator for preference, and it aligns requests with the college's mission and priorities. The plan features a rubric that scores classified hiring requests according to alignment with said metrics, mission, and priorities (IIID2-03 Classified Hiring Rubric). It also features a scoring methodology to prioritize funding for all hiring, vacant positions, technology, physical resources, and strategic teaching and learning strategies which includes total cost of ownership.

Financial information about LAHC's financial position is disseminated monthly at Budget Committee meetings (IIID2-04 Budget Committee Agenda 1.25.22; IIID2-05 Budget Committee Minutes 11.21) where the committee reviews monthly and quarterly financial projection reports, asks questions, and determines any needed steps to adjust spending. Financial information is further disseminated to the Academic Senate (IIID2-06 Academic Senate Minutes 12.21) so faculty can keep abreast of the current financial condition of the college and provide input. The Administrative Services Cluster, a shared governance committee of the College Planning Council, meets regularly and reviews budget information and the Administrative Services unit plans to ensure that the campus is hosting policies, procedures, feedback loops and service that strengthens institutional planning as a college (IIID2-07 Administrative Services Unit Plans).

Once college and ESC budgets are completed, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process (DIIID2-02 DBAgenda81121). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to presentation to the full Board for approval (DIIID2-06 2122PropFinalBud). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with BP 6200 (DIIID2-04 BP6200), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting (DIIID2-07 BOTMin090121pg20).

Analysis and Evaluation
The District and the College has policies and procedures in place to guide the budget development process and ensure that the District and College missions and core planning documents drive the process of resource allocation.

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

Evidence of Meeting the Standard
The District has a regular budget development process governed by BP 6200 (DIIID2-04 BP6200). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (DIIID3-01 22BudOpPlanInstr). The District budget calendar is updated and approved by the Board annually (DIIID3-02 _BOTmins100720pg12), and budget procedures are revised regularly to

comply with federal, state, and local laws (DIIID2-03_BudgetDevCalendar). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (DIIID3-03_GovSurvey2021). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance within their unique governance and planning process.

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

Analysis and Evaluation
The District and Colleges have processes for financial planning and budget development that are widely known and understood by constituents. The District ensures input from its constituents through its District Budget Committee. The College ensures input from its constituents through its Budget Committee. Information is distributed widely through these two Committees.

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

Evidence of Meeting the Standard
Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures and reserves at the District-level (DIIID4-01_BudFinCmt050921). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level (DIIID4-02 _MonthCycExp; DIIID4-03_MonthExp22per03; DIIID4-04 _MonthCycExpRprts). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level (DIIID4-05_TechReview2122; DIIID4-06_DBCMin051320). The District Budget Committee also provides recommendations, which includes the revision of college debt policies that ensure accountability in the budget development process (DIIID4-07_AccountMeas70820; DIIID4-08_5yrFinFrcast61621). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement (DIIID4-09 _FisAcctPrcess2021).

The District also provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-10_5yrFinForeDtail21). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF (DIIID4-11_CollFinPlan2122). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements (DIIID4-12_3rdQtrEnrllPlan21; DIIID4-13_3rdQtrEnrllProj21). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (DIIIA1-17_C1121ClassStaff; DIIID4-14_HRFrmAcadStffReq). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and then it goes to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (DIIID4-15_ClassHiringApprvl). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available. At LAHC, the college routinely reviews financial projections with constituents and District Office personnel to ensure it maintains a realistic assessment of financial resource availability. The college prepares monthly and quarterly financial projections (IIID4-01 Second Quarter Projection; IIID4-02 First Quarter Budget Review) internally with administration and shared governance bodies and meets quarterly with District Office personnel to review projections to ensure the college is tracking against budget realistically.

Analysis and Evaluation
Accurate and detailed information is provided at the District and College levels about ongoing and anticipated financial commitments. This provides realistic expectations of fiscal resources that have been available in the past, are currently available, and are expected in the future to support institutional plans and goals.

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

Evidence of Meeting the Standard
The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model (DIIID1-01_AllocationModel). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources (DIIID4-05_TechReview2122; DIIID4-11_CollFinPlan2122). The District has followed a set budget development calendar which ensures full engagement of the colleges,

Board of Trustees, and District office staff (DIIID2-03_BudgetDevCalendar). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (DIIID5-01_DBCAgenda011321; DIIID5-02_BudFinCmtMins012021). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (DIIID5-03_DBCAgenda031021; DIIID5-04_BudFinCmt031721). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process (DIIID5-05_BudOpPlanInstr; DIIID5-06_PBFWrkshp2122).

Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies (DIIID5-07_BP6300). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the expenditure (DIIID5-08_InsuffBudControl1; DIIID5-09_InsuffBudControl2). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (DIIID5-10_JournalVoucher). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (DIIID5-11_MonthCycExpMemo; DIIID5-12_0921MonthlyCyc).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources_(DIIID5-13_DBCAgenda101321). The Board establishes and regularly updates board policies which address financial management and internal control structures (DIIID5-14_BudFinAgnda102021). The recent policy review has aligned District policies with the Community College League model policies.

All contractual agreements made are consistent with BP and AP 6340 (DIIID5-15_BP-AP6340 BidsCts), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing (DIIID5-16_BP-AP6330Purch) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 (DIIID5-17_BP6410) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (DIIID5-18_BudFinCmt061621; DIIID5-19_IntAuditUpdate).

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

The college routinely receives internal control audits by the Internal Audit Unit and takes corrective action on items as required. For example, an internal audit was performed on the college's bank deposits, procurement and bank reconciliation process for its trust fund accounts and areas of needed corrective action were cited, a corrective action plan prepared, and items rectified. Routine internal audits take place to ensure compliance with internal controls and the safety of funds entrusted to the college's management (IIID5-01 CAP Procurement Deposits).

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

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

Evidence of Meeting the Standard
The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (DIIID2-03_BudgetDevCalendar), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually (DIIID6-01_BOTMins100720pg12). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (DIIID3-01_22BudOpPlanInstr; DIIID5-06_PBFWrkshp2122). The annual budget is presented to the District Budget Committee (DIIID6-02_DBCMins081121), the Board Budget and Finance Committee (DIIID6-03_BudFinCmtMin81821), and to the full Board for approval (DIIID6-04_BOTAgnda090121pg9). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (DIIID6-05_ExtAudit063021). The District has consistently had unqualified financial statements and

unmodified external audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls (DIIID6-06_LAHCPayAudit13120; DIIID6-07_LASCCDCAudit43019; DIIID6-08_LATTCCALCard13121; DIIID6-09_ExtAudCAP1920).

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

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

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

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

Evidence of Meeting the Standard
Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (DIIID7-01_BudFinCmt120220), Board of Trustees (DIIID7-02_BOTMins030321pg7) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure findings are addressed in a timely manner (DIIID6-09_ExtAudCAP1920). External auditors review progress of corrective actions annually (DIIID7-03_FinAud063020pg148).

Analysis and Evaluation
LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee.

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

Evidence of Meeting the Standard
The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (DIIID8-01_BudFinMins061621). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (DIIID6-09_ExtAudCAP1920). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer (DIIID6-09_ExtAudCAP1920).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit (DIIID8-02_IntAuditPlan2122). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions (DIIID6-06 LAHCPayAudit13120; DIIID6-07_LASCCDCAudit43019; DIIID6-08_LATTCCALCard13121). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocates hours to conduct these evaluations.

Analysis and Evaluation
Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and necessary steps are taken to improve areas of weakness noted. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are reviewed annually.

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

Evidence of Meeting the Standard
LACCD Administrative Procedure on Reserves, AP 6305 (DIIID9-01_AP6305) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund

revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years (DIIID9-02_CCFS311Q093019; DIIID9-03_CCFS311Q123120; DIIID9-04_AnnFinBudRprt).

To monitor cash flow, the District conducts regular reviews of cash-flow (DIIID9-05_Fund1CashFlow). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (DIIID9-06_MoodysAaa2020; DIIID9-07_S&PRating). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of District fiscal and business processes. The District has established accountability at the College level through its Debt Policy (Policy) to ensure that all Colleges and the ESC are operating within its budget. If a College spends beyond its allocated budget, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability (DIIID9-08_DBAgenda060921).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately $4.95 million (DIIID9-09_ExtAud063021pg52).

Coverage types, limits, and deductibles are regularly evaluated, and insurance is procured to a level that meets or exceeds the financial, statutory, and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes (DIIID9-10_PlacementInsurance). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.

The District's broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to Board Policy 6540 (DIIID9-11_BP6540). Funding is through Districtwide accounts.

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated

in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds (DIIID9-12_RequestforWarrant).

Analysis and Evaluation
The District carries several types of reserves totaling between 17% and 21% in any given year for the past five years. These reserves are sufficient to cover needs for emergencies and provides adequate cash flow for all operations. The District is self-insured for up to $1 million and has procured adequate types of insurance coverage required by regulatory agencies.

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

Evidence of Meeting the Standard
The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation (DIIID2-04_BP6200); BP 6250 Budget Management (DIIID10-01_BP6250); BP 6300 Fiscal Management (DIIID5-07 BP 6300); BP 6400 Financial Audits (DIIID10-02_BP 6400); BP 6410 District Audit Charter (DIIID5-17_BP 6410).

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

BP 5130 (DIIID10-03_BP5130) and AP 5130 Financial Aid (DIIID10-04_AP5130) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit (DIIID10-05_ExtFinAud063021).

BP 3280 Grants (DIIID10-06_BP3280) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations (DIIID10-07_UniformGrantGuide). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (DIIID10-08_ProgAccountants). This staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations,

procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts (DIIID10-09_IESSFdn102020). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (DIIID10-10_FdnRpt20). For instance, LAHC's Foundation is audited annually by an external auditor that found that the financial position of the Foundation was stated accurately (IIID10-01 Foundation_Audit_YE22).

The college adheres to administrative regulations related to funds management of ASO funds including the following district-wide regulations (IIID10-02 Administrative Regulations Website):

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

LAHC has policies and procedures for the handling of ASO funds efficiently (IIID10-03 ASO Policies Procedures).

LAHC also has a policies and procedures manual for the expenditure of trust fund accounts (IIID10-04 Fund D Policies Procedures). Compliance is monitored by LACCD's Internal Audit Unit. The Internal Audit Unit conducted an audit of the trust accounts (IIID10-05 LAHC Internal Audit Foundation; IIID10-06 CAP Procurement Deposits) and made recommendations for corrective action which were addressed by the college.

Analysis and Evaluation
LACCD has established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its Colleges has a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems.

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

Evidence of Meeting the Standard

The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis (DIIID4-10_5yrFinForedetail21) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-08_5yrFinForecast61621). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (DIIID11-01_FinStateReview; DIIID11-02_AccountPolicies). Through collaboration with the college offices of academic affairs, the District has developed a system that requires the colleges to submit each semester required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (DIIID11-03_LoadBanking21). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (DIIID11-04_LoadBankAcct).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (DIIID11-05_ExtAuditpgs17-18). The District performs actuarial evaluations every two years to assess current OPEB liability (DIIID11-06_OPEBRprt04062021).

LAHC systematically identifies and evaluates its obligations on an annual basis. In 2021, the college maintained a positive fund balance (IIID11-01 Year End Balances) and is projecting one again in 2022 (IIID11-02 First Quarter Budget Review; IIID11-03 Second Quarter Report). The college receives regular updates on the status of the budget and local expenditures (IIID11-04 First Quarter Budget Review; IIID11-05 Expenditure Data Cost Per FTES).

To ensure that the financial projections are accurate, all LAHC accounting personnel were provided training by District Office accounting personnel (IIID11-06 Monthly Projection Training) which further establishes internal control between the college and the district in terms of financial projection preparation.

Analysis and Evaluation

The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

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

Evidence of Meeting the Standard

The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District (DIIID12-01_OPEBTrust063021; DIIID12-02_OPEBAsset). Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million (DIIID12-01_OPEBTrust063021; DIIID12-02_OPEBAsset). The District makes an annual contribution of $7 million to cover the costs of these benefits (DIIID12-01_OPEBTrust063021; DIIID12-02_OPEBAsset).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The District does not currently have any locally incurred debt.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard
BP 6307 Debt Issuance and Management (DIIID14-01 _BP6307) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 Billion began in 2001 (DIIID14-02_BOTPropA12062000); Prop AA for $980 million began in 2003 (DIIID14-03_BOTMinsPropAA03); Measure J for $3.5 Billion began in 2008 (DIIID14-04_BOTMeasJ042308) and Measure CC for $3.3 Billion in 2016 (DIIID14-05_BOTMeasCC072016). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across the District. Board Policy 6740 (DIIID14-06_BP6740) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (DIIID14-07_DCOCMins101521). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 (DIIID14-08_BP6600). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (DIIID14-09_BondPerfFY1920; DIIID14-10_BondFinAudit1819).

Grants and categorical programs are also included in the District's external audit process (DIIID14-11_ExtAudpgs71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (DIIID10-10_FdnRpt20).

LAHC coordinates various auxiliary entities including community services, facility rentals, campus bookstore, food services, and a child development center.

Analysis and Evaluation
The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditures are audited annually to ensure that all regulatory requirements adherence. In alignment with Board policy, each auxiliary entity coordinated by LAHC produces sufficient revenue to ensure fiscal integrity.

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

Evidence of Meeting the Standard

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (DIIID15-01 StdntLoanDefault). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (DIIID15-02 FinAidAccntProc). Reconciliation is performed jointly by the College, CFAU and District Accounting (DIIID15-03 FAReconc102121). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

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

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

Individual colleges receive ad hoc Program Reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance. The college does have local Program Reviews that analyze service areas and identify areas of improvement (IIID15-02 Financial Aid Program Review) and the Financial Aid Program Reviews indicate that the Unit has worked to improve student education to keep default rates low and increase Pell eligibility.

Analysis and Evaluation

The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure compliance with Federal regulations.

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

Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect (DIIID16-01_AP6100; DIIID16-02_AP6150; DIIID16-03_AP6330; DIIID16-04_AP6340; DIIID16-05_AP6365; DIIID16-06_AP6370).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (DIIID16-07 BOTMins090121). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in or termination of the contract based on the specified conditions in the contract language.

Analysis and Evaluation

LACCD has processes and procedures in place to ensure that contractual agreements are consistent with the institution's mission and goals, with prescribed appropriate controls over contracts that can be changed or terminated and are managed to assure federal guidelines are met.

Conclusions on Standard IIID: Financial Resources

Planning - The LACCD has thorough and transparent processes for planning the financial resources needed to fund its Colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds are done with integrity and transparency so that all constituents understand the process and outcomes of the financial planning. Planning is done both short-term (annually) and projected out for five years on an annual basis.

Fiscal Responsibility and Stability – the District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. The information, which is credible, accurate and timely, is disseminated widely through consitituency leaders. Processes and practices are evaluated annually for improvement; this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound – annual reserves = 6.5% general reserve and 3.5% contingency reserve; with other reserves included, LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to $1 million and then carries a variety of additional

insurance coverage. The managing of financial aid, grants, and auxiliary funds is a duo responsibility of District staff and College staff.

Contractual Agreements – the LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Sound policies and procedures guide the strong fiscal health of the LACCD.

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

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

The College meets this standard.

Standard IIID Evidence List
     DIIID1-01 Allocation Model
     DIIID1-02 Allocation Model Timeline
     DIIID1-03 DBC Minutes May 15, 2019
     DIIID1-04 AP 6305 Administrative Procedures on Reserves
     DIIID1-05 Framework for Racial Equity
     DIIID1-06 2021-22 Centralized Accounts
     DIIID1-07 Special Funds FY21
     IIID1-01   Year End Balances
     IIID1-02   Second Quarter Projection
     IIID1-03   Unit_Plan_2016
     IIID1-04   Budget Development Process 2022

     DIIID2-01 May Revise 2021-22
     DIIID2-02 District Budget Committee Agenda August 11, 2021
     DIIID2-03 Budget Development Calendar
     DIIID2-04 BP 6200
     DIIID2-05 FY21-22 Final Budget

DIIID15-03 Financial Aid Reconciliation October 21, 2021
IIID15-01   Financial Aid Default Rate
IIID15-02   Financial Aid Program Review

DIIID16-01 AP 6100
DIIID16-02 AP 6150
DIIID16-03 AP 6330
DIIID16-04 AP 6340
DIIID16-05 AP 6365
DIIID16-06 AP 6370
DIIID16-07 Board of Trustees Minutes September 1, 2021

Standard IV: Leadership and Governance

LAHC
LOS ANGELES
HARBOR COLLEGE

Education Changes Everything!

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 through its processes, leading to institutional excellence. 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 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 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
The evidence demonstrates the College meets this standard. 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" (IVA2-02 Participatory Governance Handbook, p. 5). The College's Participatory Governance Handbook details the policies and processes related to the College's shared governance structure and the roles administrators, faculty, staff, and students in the decision-making process (IVA2-03 PGH, Article IV, Sections 1-4). For instance, according to the Handbook, the College follows Assembly Bill (AB) 1725 (IVA2-04 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) (IVA2-05 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 (IVA2.06 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
The evidence demonstrates the College meets this standard. 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 Co-Chair (IVA3-09 HR Committee Descriptor; IVA3-10 Budget Committee Descriptor).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 evidence demonstrates the College meets this standard. 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 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 PACE Viability, Senate Minutes 6-3-21), demonstrating the timely action taken regarding key considerations for the College.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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 or descriptors. 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 (IVA6-07 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 (IAV6-08 Senate Noticed Agenda Email), through reports at the Academic Senate (IAV6-09 FHPC Ranking, Academic Senate Minutes_9.16.21), and the College Planning Council (CPC) (IAV6-10 FHPC Ranking, CPC Minutes_9.13.22) and is documented in the Academic Senate and CPC minutes posted on the website (IAV6-11 Academic Senate and CPC Minutes on Website).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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 (IAV7-01 BP 2745 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 (IVA7-02 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 (IVA7-03 Committee Evaluations Posted on the College's website). For instance, the College's Assessment Committee completed its year-end evaluation (IVA7-04 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 (IVA7-05 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 (IVA7-06 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 (IVA7-07 Spring 2021 District Level Governance Survey Results). The results of the surveys are communicated through the District and College websites (IVA7-08 Survey Results on College Website).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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.

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

IVA1-01 Diagram of Shared Gov Comm Report Structures, 2020 PGA, P. 11
IVA1-02 PGH, Article IV, Sections 1-4
IVA1-03 Guided Pathways Committee Descriptor
IVA1-04 GP Design Team Recommendations Academic Senate Minutes_6.17.21
IVA1-05 GP Report CC Minutes 5.4.21
IVA1-06 Approval of Guided Pathway Program Maps, Senate Minutes_3.18.21
IVA1-07 Committee Chair Information Sheet Presented/Reviewed CPC Min_9.23.19
IVA1-08 Committee Chair Information Sheet Approved CPC Retreat Min_8.24.2020
IVA1-09 HELEN Program Informational Flyer
IVA1-10 STEM Mentorship Program Informational Flyer
IVA1-11 Data Science Symposium Presentation
IVA1-12 DS Student's Public Comm & Dr. Pimentel's HELEN Present, Sen Min 3-4-21

IVA2-01 BP 2510 Participation in Local Decision-Making
IVA2-02 Participatory Governance Handbook, p. 5
IVA2-03 PGH, Article IV, Sections 1-4
IVA2-04 AB 1725
IVA2-05 Participatory Governance Handbook, Section 3, Students, p.7
IVA2.06 College Planning Model Handbook

IVA3-01 BP 2510 Participation in Local Decision Making
IVA3-02 Participatory Governance Handbook, Article IV, Sections 1 and 4, p.6-8
IVA3-03 VPAS Budget Report-Senate Minutes_12-2-21
IVA3-04 VPAS Budget Report-CPC Minutes_3-8-21
IVA3-05 Assessment Report to CPC
IVA3-06 CPC Descriptor
IVA3-07 Budget Committee Descriptor
IVA3-08 College Organization Chart
IVA3-09 HR Committee Descriptor
IVA3-10 Budget Committee Descriptor

IVA4-01 AP 4220 Standards of Scholarship-Delegation
IVA4-02 Curriculum Committee Descriptor
IVA4-03 Curriculum Committee Handbook

IVA4-04 Curriculum Approval in CC Minutes_11.3.01
IVA4-05 Curriculum Chair Report-Academic Senate Minutes_11.18.21

IVA5-01 PGA in the Participatory Governance Handbook, p. 7-8
IVA5-02 Committee Descriptors
IVA5-03 PACE Viability Report with Program Review
IVA5-04 PACE Viability Discussion, Senate Minutes 5-6-21
IVA5-05 PACE Viability Vote & President's Decision, Sen. Min 6.3.21

IVA6-01 Participatory Governance Handbook on Website
IVA6-02 PGH
IVA6-03 FHPC Committee Descriptor
IVA6-04 FHPC Handbook
IVA6-05 FHPC Handbook on Website
IVA6-06 BP 2340 Agenda
IVA6-07 BP 2360 Minutes
IVA6-08 Senate Noticed Agenda Email
IVA6-09 FHPC Ranking, Academic Senate Minutes_9.16.21
IVA6-10 FHPC Ranking, CPC Minutes_9.13.22
IVA6-11 Academic Senate and CPC Minutes on Website

IVA7-01 Board Self-Evaluation
IVA7-02 Committee Evaluation Form
IVA7-03 Committee Evaluations Posted on the College's Website
IVA7-04 Assessment Committee Year-End Evaluation
IVA7-05 Assessment Committee Minutes
IVA7-06 District Level Governance and Decision-Making Assessment Spring 2021
IVA7-07 Spring 2021 District Level Governance Survey Results
IVA7-08 Survey Results on College Website

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 (IVB1.02 President Job Description). 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 2022, the president reorganized the Office of Institutional Effectiveness so that it reports directly to the vice president of student services (IVB1.07 Organizational 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
The evidence demonstrates the College meets this standard. 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.

> 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.

Evidence of Meeting the Standard
The District Budget Allocation Model determines the number of administrators at the College (IVB2.01 District Budget 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 Organizational 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
The evidence demonstrates the College meets this standard. 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.

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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.

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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 Handbook), 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 evidence demonstrates the College meets this standard. 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 and directly works with the ALO in reviewing and submitting the ACCJC Annual Reports and other documents 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 (IVB4.10 Accreditation Workgroup Membership).

Analysis and Evaluation The evidence demonstrates the College meets this standard. 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 LACCD BR 9802.10 Primary Responibility; 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 evidence demonstrates the College meets this standard. The CEO clearly understands the statutes, regulations, and governing board policies, ensuring and upholding the College mission throughout their implementation.

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 (IVB6.06 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 (IVB6.07 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 (IVB6.08 Men of Color Conference hosted by LAHC Flyer; IVB6.09 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 evidence demonstrates the College meets this standard. 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.

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

IVB1.01 District Governance Handbook
IVB1.02 President Job Description
IVB1.03 BP 7120 Recruitment and Hiring
IVB1.04 BP 7210 Academic Employees
IVB1.05 AP 7230 Classified Employees
IVB1.06 LA Harbor College President Job Description
IVB1.07 Organizational Chart
IVB1.08 Data Summit Presentation
IVB1.09 Participatory Governance Handbook

IVB2.01 District Budget Allocation Model
IVB2.02 LAHC President Job Description
IVB2.03 BP 7120 Recruitment and Hiring
IVB2.04 BP 7210 Academic Employees
IVB2.05 BP 7230 Classified Employees
IVB2.06 Organizational Chart
IVB3.07 Participatory Governance Handbook
IVB2.08 AFT Contract
IVB2.09 Classified Contract
IVB2.10 Deans Contracts

IVB3.01 BP2510 Participation in Local Decision Making
IVB3.02 PGH, p.5
IVB3.03 President's Senate Presentation 5-6-21
IVB3.04 President's CPC Presentation 7-12-21
IVB3.05 SEMP
IVB3.06 Institution-Set Standards 20-21
IVB3.07 Planning Model Handbook
IVB3.08 Program Review Data Dashboard
IVB3.09 Sample Survey Results
IVB3.10 Annual Profile
IVB3.11 Data Summit Presentation
IVB3.12 Strategic Educational Master Plan
IVB3.13 Technology Plan
IVB3.14 Student Equity Plan
IVB3.15 Enrollment Management Plan
IVB3.16 SEA Funding Retreat Prioritization
IVB3.17 Puente Presentation
IVB3.18 CPC Descriptor
IVB3.19 CPC Committee Evaluation Form

IVB4.01 LAHC President Job Description

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 BP 2010). LACCD has established policies that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in Chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance, and educational quality (DIVC1-02 BP2200). BP 2410 indicates the process for creation and regular review of Board Policies (BP 2410 Board Policies and Administrative Procedures; DIVC1-03 BP2410).

The Board assures its role through actions taken in regular occurring monthly meetings (DIVC1-04 BOTMtgSchedule; DIVC1-05 BOTAgenda050521) and through an established committee structure defined in Board Policy 2220 (DIVC1-06 BP2220). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity (DIVC1-07 BudFinCmtMin012021; DIVC1-08 FMPOCMins111820; DIVC1-09 IESSMins021721; DIVC1-10 _LegPubMins031721). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (DIVC1-11 BoardGoals042922V2).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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 BP2715), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual members (DIVC2-02 BOTOrientation; DIVC2-03 _BOTOrientationProc; DIVC2-04 BOTStudentOrient21; DIVC2-05 BOTStudentCM). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To

further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training (DIVC1-11_BoardGoals042922V2). ACCJC training was provided during a public session to meet this goal (DIVC2-06 _BOT_ACCJC_051721).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialogue 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_BR10309pgs14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 (DIVC3-02_BR10105_13). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435, respectively, upon approval of the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the Board through the board goals, board self-evaluation process, and Chancellor's evaluation (DIVC1-11_BoardGoals042922V2). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal (DIVC3-03_BOTSpecMtg012022; DIVC3-04_ChanEmpApproval). The current Chancellor has been in office since 2014.

AP 7120 defines the selection process for College Presidents (DIVC3-05_AP_7120). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session (DIVC3-06 _ELACPresAppt). All contract renewals are based on annual evaluations with final approval by the Board (DIVC3-07_PresContractExt).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 (DIVC3-08_HR_E-210). Annual evaluations (DIVC3-09_BOT_CS_011222) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument (DIVC3-10_HR_E-210A). The individual being evaluated is provided

the opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument (DIVC3-11_HR_E-210B). Contributor groups include faculty, staff, and administrative representatives.

AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. An example of this process most recently occurred at LAHC, when Dr. Otto Lee unexpectedly retired at the end of December in 2020. The Chancellor, opted to appoint Dr. Luis Dorado for a one-year interim position, which was approved by the Board of Trustees. Subsequently, the Chancellor authorized a hiring process for a permanent President, and Dr. Luis Dorado was approved by the Board during their May 4, 2022, meeting.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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_BP2100). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (DIVC4-02_BP2015; DIVC4-03_StudentTrusReso).

BP 2200 (DIVC1-02_BP2200) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (DIVC4-04_BP2710) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (DIVC2-01_BP2715) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (DIVC4-05_BP2310; DIVC1-05_BOTAgenda050521). In addition, members of the public may request an item on the agenda for Board consideration (DIVC4-06_BP2340).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 (DIVC4-04_BP2710). These forms are submitted annually to ensure the Board is free of

undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (DIVC2-01_BP2715). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (DIVC4-07_BOTSpecMtg012222; DIVC4-08_BOTSelfAssess0122; DIVC4-09 _ACCTPresentation).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 dialogue 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, institutional performance, and educational quality (DIVC1-02_BP_2200). The district transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (DIVC5-01 _IESSPolicyRev). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies, and programmatic changes.
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the district, and review the work of the Internal Audit Unit.

Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the district's interests
Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, district energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (DIVC1-03_BP2410). The Board establishes the District Mission (DIVC5-02_BP1200), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the district and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (DIVC5-03_BOT_DSP011018pg99), College Mission statements (DIVC5-04_IESSAgen011922; DIVC5-05 _BOT_LAMC020222) and College Educational Master Plans (DIVC5-06 _BOT_EMP110420) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (DIVC5-07_IESS_SEMP081920). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis (DIVC5-08_IESS_Agenda31622). The Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (DIVC5-09_BudFin051921). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (DIVC4-07_BOTSpecMtg012222; DIVC4-08_BOTSelfAssess0122; DIVC4-09 _ACCTPresentation; (DIVC1-11_BoardGoals042922V2). These goals fall in the key priority areas of: Ensure District Sustainability, Addressing Student Basic Needs, Creating Greater Equity and Inclusion, and COVID, Racial Equity and Social Justice.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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.

Evidence of Meeting the Standard

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

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (DIVC1-01_BP2010) BP 2015 Student Trustee (DIVC4-02_BP2015)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (DIVC1-02_BP2200) BP 2410 Board Policies and Administrative Procedures (DIVC1-03_BP2410)
Board Structure	BP 2210 Officers (DIVC6-01_BP2210) BP 2220 Committees of the Board (DIVC1-06_BP2220)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (DIVC6-02_BP2305) BP 2310 Regular Meetings of the Board (DIVC4-05_BP2310) BP 2315 Closed Sessions (DIVC6-03_BP2315) BP 2330 Quorum and Voting (DIVC6-04_BP2330) BP 2340 Agendas (DIVC4-06_BP2340) BP 2355 Decorum (DIVC6-05 _BP2355) BP 2430 Delegation of Authority to the Chancellor (DIVC6-06_BP2430) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-07_BP2610) BP 2716 Board Political Activity (DIVC6-08_BP2716) BP 2720 Communications Among Board Members (DIVC6-09_BP2720) BP 2745 Board Self-Evaluation (DIVC6-10_BP2745)

The Board Policies are housed publicly on BoardDocs (DIVC6-11_BPs_on_BoardDocs), which is accessible from the District home page (DIVC6-12_LACCD_Website_Home).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval (DIVC6-13_BOTApprCh2Policies).

> 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_BOTMtgSchedBDocs) and established subcommittees meet regularly in accordance with policy (DIVC7-02_SubcmtMtgPostings). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement (DIVC4-07_BOTSpecMtg012222; DIVC4-08_BOTSelfAssess0122; DIVC4-09_ACCTPresentation).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous eighteen chapters of Board Rules were converted to 7 Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (DIVC7-03_BP_AP_Matrix). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (DIVC7-04_DASCh5Approval; DIVC7-05_SACCh5Approval). The Board approved the newly reformatted chapters and rescinded legacy policies (DIVC7-06_BOTCh4Approval). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (DIVC6-13_BOTApprCh2Policies).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (DIVC7-07_BP2410). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (DIVC7-08_Gov_Handbook; DIVC7-09_AP2510). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (DIVC1-03_BP2410). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District (DIVC7-08_Gov_Handbook). All Policies are reviewed for effectiveness and brought to the Board for review through noticing (DIVC7-10_BOT_Noticing) and approval of the Board (DIVC7-06_BOTCh4Approval), and for more detailed review at the subcommittee level as needed (DIVC7-11_IESSCh4Review). The Board is informed in their decision-making by a system of consultation (DIVC7-12_BP2510; DIVC7-09_AP2510) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (DIVC7-13_BP2900; DIVC7-14_AP4100).

> 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 (DIVC1-06_BP2220). The IESS has regular reviews of progress made on the District Strategic Plans (DIVC8-01_IESSStudOut051921; DIVC8-02_IESS_Award_Trends). In addition, the committee regularly works with staff to review success issues of importance (DIVC8-03_AB_705_English, DIVC8-04_IESS_Equity_Plans).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (DIVC8-05_BOTRevLocalGoals). The Board also uses the Committee of the Whole to investigate important student success subjects (DIVC8-03_AB_705_English; DIVC8-06_COW_AAOI). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (DIVC1-11_BoardGoals042922V2).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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 (DIVC4-01_BP2100). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (DIVC9-01_BP2740), that includes a review of the roles and responsibilities of Trustees (DIVC4-07_BOTSpecMtg012222; DIVC4-08_BOTSelfAssess0122; DIVC4-09 _ACCTPresentation).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (DIVC9-02_BOT_PD040319; DIVC9-03_BOT_PD010820). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students (DIVC9-04_ACCT2019). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas (DIVC9-05 _BOT_PD100219; DIVC9-06_BOT_PD120419). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues (DIVC9-07 _COW_AB705_042419; DIVC9-08_COWBudEnroll060320).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 (DIVC6-10_BP2745). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (DIVC4-08_BOTSelfAssess0122). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process (DIVC10-01_BOTSpecMtg012021; DIVC10-02_BOTSpecMtg020621). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (DIVC4-07_BOTSpecMtg012222; DIVC4-09 _ACCTPresentation; (DIVC1-11_BoardGoals042922V2).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 (DIVC4-04_BP2710). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of Board operations (DIVC4-04_BP2710). The Board members annually submit these disclosures (DIVC11-01_Form700). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (DIVC2-01_BP2715). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (DIVC11-02_BP6410). The policy calls for complaints made regarding the Board of Trustees acting as a whole will be referred to the State Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (DIVC2-01_BP2715).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. 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 (DIVC6-06_BP2430). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (DIVC1-03_BP2410). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (DIVC6-06_BP2430). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (DIVC12-01_ChanRptpg16).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process (DIVC1-11_BoardGoals042922V2). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting sessions (DIVC6-06_BP2430). This process ensures that the Chancellor is held accountable for the administration of the district and the completion of the Board Goals. This process is further communicated in the District Governance Handbook (DIVC7-08_Gov_Handbook), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 (DIVC2-02_BOTOrientation; DIVC2-03_BOTOrientationProc; DIVC2-04_BOTStudentOrient21; DIVC2-05_BOTStudentCM). In addition, the Board has established Board education on accreditation as one of its Board Goals (DIVC1-11_BoardGoals042922V2). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role (DIVC2-06_BOT_ACCJC_051721; DIVC13-01_BOTACCJCTrain051621).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (DIVC1-06_BP2220). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (DIVC13-02_IESS_Midterm012220). The Board as a whole is presented with and approves all accreditation reports (DIVC13-03_BOT_ACCJC_020520).

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

Conclusions on Standard 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 dialogue 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 dialogue 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 BP 2010
    DIVC1-02 BP 2200
    DIVC1-03 BP 2410
    DIVC1-04 Board of Trustees Meeting Schedule
    DIVC1-05 Board of Trustees Meeting Agenda May 5, 2021
    DIVC1-06 BP 2220
    DIVC1-07 Budget and Finance Committee Minutes January 20, 2021
    DIVC1-08 FMPOC Mins November 18, 2020
    DIVC1-09 IESS Minutes February 17, 2021
    DIVC1-10 Legislative and Public Affairs Minutes March 17, 2021
    DIVC1-11 Board Goals April 28, 2022

    DIVC2-01 BP 2715
    DIVC2-02 Board of Trustees Orientation
    DIVC2-03 Board of Trustees Orientation Proc
    DIVC2-04 Board of Trustees Student Orientation 2021
    DIVC2-05 Board of Trustees Student CM
    DIVC2-06 Board of Trustees ACCJC May 17, 2021

    DIVC3-01 Board Rule 10309, pgs. 14-18
    DIVC3-02 Board Rule 10105.13
    DIVC3-03 Board of Trustees Special Meeting January 20, 2022
    DIVC3-04 Chancellor Employment Approval
    DIVC3-05 AP 7120
    DIVC3-06 ELAC President Appointment
    DIVC3-07 Presidential Contract Extensions
    DIVC3-08 HR E-210
    DIVC3-09 Board of Trustees Closed Session January 12, 2022
    DIVC3-10 HR E-210A
    DIVC3-11 HR E-210B
    DIVC4-01 BP 2100
    DIVC4-02 BP 2015
    DIVC4-03 Student Trustee Resolution
    DIVC4-04 BP 2710
    DIVC4-05 BP 2310
    DIVC4-06 BP 2340
    DIVC4-07 Board of Trustees Special Meeting January 22, 2022
    DIVC4-08 Board of Trustees Self-Assessment January 22, 2022
    DIVC4-09 Association Community College Trustees Presentation
    DIVC5-01 IESS Policy Rev

D. Multi-College Districts or Systems

> 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_DSP18-23) and through the establishment of a clear vision for District success and equity (DIVD1-02_FrmwrkRacEquity20). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (DkIVD1-03_BoardGoals2022).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor (DIVD1-04_BP2430). Any administrative action required by decisions of the Board are the purview of the Chancellor. Board Policy 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

The district has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. Board Policy 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of district property, procurement, budget, accounting, audits, and the protection of assets and persons (DIVD1-05_BP6100). The Chancellor has the authorization, granted to him by Board Policy 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures (DIVD1-06_BP7110).

The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC AKA district office). This group is also known as the Chancellor's Cabinet.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The district has a thoroughly defined system of responsibility that delineates the functions of the district administration and the college administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the Colleges and the ESC to his Cabinet.

> 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 ESC provides centralized support to all Colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation, and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices (DIVD2-01_ BP2430).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (DIVD2-02_AccredCmt082120; DIVD2-03_AccredMatrix). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

In order to assure that the district is supporting the Colleges in achieving their missions, the district conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and regular occurring service surveys. The district has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from college groups on District support, which are used to improve service and support for colleges. The details of these evaluations are provided in Standard IV.D.7 (DIVD2-04_GovSurveySpr21; DVID2-05_GovSurveyResults21).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The district provides support to colleges through the divisions in the Educational Service Center. The district has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

> 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 was developed and approved through District Governance (DIVD3-01_ECDBCAgenda042319; DIVD3-02_DBCMins051519) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (DIVD3-03_DBC060921). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy (DIVD3-04_DebtModel) that takes into consideration the needs of the colleges, cost controls, and accountability (DIVD3-05_AcctbltyModel).

The LACCD most recent annual audit demonstrates the district reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits (DIVD3-06_ExtAuditRep2020).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The district has an approved allocation model that focuses on providing resources to colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The district has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the district reviews and controls expenditures district wide.

> 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. These responsibilities include the provision of effective educational programs and student support services, compliance with all accreditation eligibility requirements and standards, plan and manage operational budgets effectively and meet annual budget targets, assess the effectiveness of all college planning

efforts, and oversee the implementation of college bond and capital construction programs (DIVD4-01_PresJobDescription).

College presidents also have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year (DIVD3-05_AcctbltyModel).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals (DIVD4-02_HR_E-210A). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement (DIVD4-03_HR_E-210B; DIVD4-04_HR_E-210C).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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 evidence demonstrates the College meets this standard. The district has a detailed process for planning and evaluation at the district level. These processes are guided by the District Mission and Strategic Plan (DSP) (DIVD5-01_LACCDDSP). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (DIVD5-02_DPC_DSP062017). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership (DIVD5-03_DPC_DSPRecs).

The District Strategic Plan was approved by the Board in January 2018 ([DIVD5-04](#) BOTAgenda011018) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to the College core values and planning cycles. The College 2018-2023 Strategic Educational Master Plan (SEMP) was purposefully designed to articulate the goals, objectives, and measures of the District Strategic Plan ([IVD5-01](#) LAHC SEMP). The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee ([DIVD5-05](#) IESS_Planning) and approved by the Board as a whole ([DIVD5-06](#) BOTAgendaCollPlan).

Analysis and Evaluation
The evidence demonstrates the College meets this standard. 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](#) IESSAgenda032019; [DIVD6-02](#) BOTAgenda040319). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes ([DIVD6-03](#) BoardDocsCmts; [DIVD6-04](#) BDocsSamplePost; [DIVD6-05](#) DASAgenda050919). This allows all constituents the ability to review decisions made by the Board, Academic Senate, and other governance groups as they are made, search for particular topics, or review them at a later time.

The district utilizes its robust system governance committees, consultation councils, and operational groups to ensure effective and timely communication between the district and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss districtwide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups or other organizational groups. The following administrative groups represent the organizations' efforts to ensure district decisions are discussed by those impacted across all colleges: Admissions and Records Committee ([DIVD6-06](#) A&RAgenda062221); Chief Instructional Officers Council ([DIVD6-07](#) CIOCouncil040721);

Chief Student Services Officer Council (DIVD6-08_ CSSOCouncil050421); District Administrative Council (DIVD6-09_ DACAgenda062521); District Adult Education Deans Committee (DIVD6-10_ AEDeans031921); District Career Education Deans Committee (DIVD6-11_ CEDDeans011322); Financial Aid Committee (DIVD6-12_ FACAgenda050621).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions (DIVD6-13_ DASExecCons061121; DIVD6-14_ AFT1521Cons061421). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital to ensure that information flows from the district to the colleges, as well as to provide input from the colleges to the district on important issues. The representatives of these groups report back to the colleges. Periodically throughout the year, AFT1521 holds member meetings as a whole and at each campus location as means of sharing information and soliciting input. Additionally, the College's Academic Senate executive board reports information from the district academic senate at the College's academic senate meetings (IVD6-01 Sample Executive Report). Senate members are able to then discuss and provide feedback on issues, allowing for joint decision making between the College senate to the district senate.

The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents (DIVD6-15_Cabinet03112020). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (DIVD6-16_ PresCouncil020720). The College President also meets regularly with the executive board of the academic senate and provides standing reports at the College Planning Council and College Academic Senate, thereby allowing the communication to flow seamlessly between the District and the College's constituents.

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (DIVD6-17_ GovSurvComp21). The evaluations noted a need to improve communication and dissemination of actions taken.

Based on successful models at colleges, the district has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (DIVD6-18_ChanMoRpt0621). In fall 2021, the District launched the quarterly "Governance Update" that provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District (DIVD6-19_EPIEGovNewsltr).

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

> 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_GovHandbook). This document is regularly reviewed through the district governance committees - surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

The district level Governance and Decision Making Assessment Survey (DIVD6-17_ GovSurvComp21) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:
- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Student Organizations.
- Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits.
- Quality of district level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed).
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the district's stated goals.

The District's Educational Programs and Institutional Effectiveness division conducts, analyzes and disseminates the surveys (DIVD7-02_GovSurveyComp2019). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (DIVD7-03_DPCSurveySp21). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional

communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (DIVD7-04_DBCSelEvalF20; DIVD7-05_DPCSelfEvalSp22). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

The services provided by the district are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services provided by the ESC and how to improve them in the future (DIVD7-06_ESCSurveyResults21). The survey seeks input common across all units that include the following questions:
1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

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

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services (DIVD7-07_ITEvalApproval). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges (DIVD7-08_ITEvalSummary). The recommendation led to a significant shift to a centralized model of IT in an effort to support the Colleges in meeting their missions (DIVD7-09_ITServiceModel). The District also contracted an external evaluation of Human Resources (DIVD7-10_HREvalContract). The resulting evaluation was used to guide improvements in Human Resources to better support the Colleges including improvements in policies and practices and utilizing automation and technology to increase support (DIVD7-11_HRUpdates19). Together these evaluations demonstrate the concerted efforts of the district to evaluate and improve services to the Colleges.

Analysis and Evaluation
The evidence demonstrates the College meets this standard. The district has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The district conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusions on Standard 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.

The district has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the district and sole employee of the Board of Trustees. Through Board Policy he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the College Presidents and developed district-level operations to support the Colleges within a consistent framework and structure. The delineation of duties between the district and colleges is defined in the Board Policies, Administrative Procedures, and in the District Governance Handbook. The district acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of District- and College-level work is exemplified in institutional planning. The district has a defined process for the development of its strategic plan, which includes all Colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all Colleges. While each College develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the district consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness.

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 BP 2430 Delegation of Authority to the Chancellor
        DIVD1-05 BP 6100 Delegation of Authority, Business and Fiscal Affairs
        DIVD1-06 BP 7110 Delegation of Authority, Human Resources

        DIVD2-01 DPC Handbook 2021
        DIVD2-02 Accreditation Committee Agenda 8-21-2020
        DIVD2-03 Accreditation Matrix
        DIVD2-04 District Level Governance and Decision-Making Assessment Spring 2021
        DVID2-05 Spring 2021 District Level Governance Survey Results

        DIVD3-01 Agenda 04-23-19 ECDBC
        DIVD3-02 DBC Minutes May 15 2019
        DIVD3-03 District Budget Committee Minutes June 9, 2021

Quality Focus Essay

LAHC

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Education Changes Everything!

Quality Focus Essay

Introduction
During the process of completing its ISER, Los Angeles Harbor College identified four areas on which to focus on an effort to improve Academic Quality & Institutional Effectiveness. Each of the four areas of focus will be tied to our integrated planning, and our plan to address them will be included in this Quality Focus Essay (QFE). The four areas of focus are: Guided Pathways, Student Equity, Resource Allocation, and Student Outcomes-Driven Institutional Planning.

Preface
The QFE document was developed after conducting strategic and crucial conversations with our campus leadership, including our Academic Senate and College Planning Council, while completing the ISER. During 2021 and 2022, the Interim and now permanent College President, Dr. Luis Dorado, held several town halls and leadership retreats to bring attention to the college's strengths, weaknesses/challenges, and opportunities for a plan. The town halls and leadership retreats were intended to focus and highlight the opportunities for transformation, and true integration, via re-imagining, re-building, and building back better post pandemic. The topics included, COVID-19 campus re-engagement, budget summit, enrollment summit, data summit, department chair leadership retreat, and dean leadership retreat. These convenings served as the inspiration and motivation for our QFE and the opportunity to tie all aspects of our daily work as we re-imagine, re-build, and build back better our campus's future.

Our future post pandemic requires us to re-deploy by being bold, thinking outside of the box, taking risks that make sense, and most importantly, plan! While developing the QFE, we learned of an opportunity to apply to IEPI for a seed grant to support an Innovation and Effectiveness project which aligned significantly with our QFE. After numerous conversations, we applied and were accepted into the IEPI program. A team was formed which includes constituency leadership comprised of faculty, staff, and administrators from across the campus. Each of these leaders will be participating in the IEPI project convenings as well as assisting with implementing our QFE identified activities.

> Area of Focus 1: Guided Pathways
> Area of Focus 2: Student Equity
> Area of Focus 3: Resource Allocation
> Area of Focus 4: Student Outcomes Driven Institutional Planning

Currently, the planning and resource allocation process on campus utilizes our Harbor's Assessment-based Planning System (HAPS), and the academic assessment committee is housed in and led by Academic Affairs. While Student Services and Administrative Services conduct program reviews, they are formatted differently than the program review process conducted in the Academic Affairs Division. Despite this, there is one integral component of the planning process, and that is that each area aligns their planning outcomes with the campus Strategic Educational Master Plan (SEMP) metrics.

With Guided Pathways fully launched and becoming increasingly integrated in day-to-day activities across the campus, we know we must re-imagine our future and focus on student

outcomes as our basis for planning, and in alignment with our pathways versus our current planning and assessment model which is based on our traditional departments and divisions. We firmly believe that we need to further transform the institution, break-down silos, and increase collaboration across all aspects of the college. Additionally, we need to redesign our planning to be the overarching framework for enrollment management. The campus enrollment management plan expired several years ago, and a new enrollment management committee was created during the fall 2021 term.

Ultimately our goal is to collaboratively develop an integrated planning process utilizing our student outcomes as the basis for planning. The process must be based on our pathways vs. independent disciplines, departments, and divisions. Enrollment management activities should also be reflected across the plan to ensure that our planning process is focused on the student pathway from inception to completion. It is imperative that we account for the multidisciplinary, cross departmental coordination required to achieve the CCCCOs Core Commitments to focus relentlessly on students' end goals and to design and decide with the student in mind.

During the 2020/21 and into the 2021/22 academic year, our Equity programs, and Guided Pathways project were both were fully launched, but somewhat remained siloed. Equity programs were integrated across Student Services, and the Guided Pathways project was integrated across Academic Affairs. Each program was loosely coupled, but we learned we need true integration between the two, as they each contribute to student outcomes and success. Harbor College has a first-year program (Harbor Advantage) and a second-year program (Harbor Success) that is coordinated in tandem with the Los Angeles College Promise first and second-year programs. Between these programs, Harbor College serves a large majority of in-coming students and utilizes our equity programs as a mechanism of creating cohorts which are led by counselors or directors. The main equity programs called out in our equity planning are Asian Pacific American Student Success (APASS), the Puente project, Umoja, Dreamer's, and Veteran's. We also have cohorts with our Challenging Athlete's Minds for Personal Success (CHAMPS), Honors, CalWORKs, EOPS, Foster/Kinship, and Trio.

Each of the college equity programs provides an opportunity for incoming students to engage and identify with one or more equity group during their summer bridge activities (both incoming and during their transition from year one onto year two). Each equity group offers dedicated counseling classes for each cohort and to some degree coordinates various activities together such as our welcome to Harbor event - Harborpolooza, and our transfer convention/seminar known as Transfercon. The leads for each of our cohorts ensures our students have their educational plans completed as well as monitor enrollment, challenges, etc. for students in their caseload. With the launch of Guided Pathways, the campus unveiled its Transfer, Career, & Academic Pathways (TCAPs) in:

- Arts, Performance & Design
- Business, Economics & Hospitality
- Society, Culture & Communication
- Education
- Health, Human Services & Public Safety
- Science, Technology, Engineering & Math

Our current academic department structures are discipline based, and as you can imagine, our TCAPs are interdisciplinary. Our outreach and general counseling team do a wonderful job providing onboarding to our students; however, we are struggling to move beyond our traditional departments as we still plan based solely on department versus our TCAPs. Also, we are committed to sustaining our productive equity program cohort-based support model. The framework for success will require us to re-imagine the total integration of these two main components that lead our students to achieve their outcomes and ultimate success!

Ultimately our QFE project was designed to collaboratively re-imagine, re-build, and build back better as we develop an integrated planning process utilizing our student outcomes as the basis for planning. The planning process will require us to be courageous, transformative, student-centered, silo adverse, and based on our TCAPS, all while maintaining our student equity focus during the planning and assessment process. We do not want to lose sight of this meaningful work as we embark on our Innovation and Effectiveness Plan with the IEPI team and complete activities identified in our QFE that will lead to overall institutional improvement and, an increase in academic quality.

Quality Focus Essay Plan

Area of Focus	Activities	Responsible Party	Anticipated Outcome	Impact on Academic Quality and Institutional Effectiveness	Timeline
Guided Pathways	1. Utilize a consultant to conduct a detailed analysis of the student journey, assessing institutional barriers.	1. VPSS	1. Campus will better understand the student journey and changes needed to improve it.	1. Institutional barriers will be reduced, improving the student journey, and decreasing time to completion.	1. 2023
	2. Utilize a consultant to conduct an Enrollment Management Academy (EMA) for the campus focused on planning using Transfer, Career, & Academic Pathways (TCAPs) vs. departments.	2. VPAA	2. Campus will better understand enrollment management and create process for planning by TCAP vs. department.	2. Schedule of classes will be based on student needs leading to increased completion rates.	2. 2024
	3. Evaluate math and English data.	3. Math & English Deans	3. Activities will be drafted,	3. Math and English successful	3. 2025

			implemented, and evaluated to increase math and English completion rates.	completion rates will increase improving on-time completion rates.	
	a. Create workgroups focused on drafting activities to improve outcomes linked to the Strategic Educational Master Plan (SEMP).				
	4. Evaluate student persistence data to identify momentum points during the student journey where students need guidance and/or additional support utilizing both qualitative and quantitative data. a. Disseminate information to counselors, faculty liaisons, staff, etc.	4. Counseling Dean & Chair	4. Campus will better understand momentum points and their ties to student persistence and success.	4. Persistence and success metrics will improve.	4. 2026
Student Equity	1. Conduct an "Equity" audit of both the in-person and online student orientation.	1. VPSS	1. Orientations will be updated based on outcomes of equity audit and launched for use.	1. Student understanding of college journey will be improved leading to increase completion rates.	1. 2023
	2. Embed an "Equity" component into all gatherings, i.e., have a brief discussion about an equity topic during the faculty/staff graduation breakfast, including equity as a topic in Flex-day activities, etc.	2. President	2. Equity will be a part of the discussion and infused across campus during most activities.	2. Equity will be embedded in campus wide activities and will be reflected as core value of the institution.	2. 2025
	3. Utilize a consultant for an equity audit to examine campus climate, culture, data trends, policies, and procedures.	3. RESJ Committee Chair(s)	3. Campus will have increased engagement with equity	3. Equity gaps will be reduced.	3. 2024

	a. Take appropriate action based on the findings.		as findings are shared.	
	4. Hold a town hall showcasing campus student equity programs (cohort model), basic needs support, and discuss equity gaps. a. Create a workgroup to draft activities by TCAP to improve student outcomes linked to the SEMP.	4. VPAA	4. Campus will better understand how cohorting students and providing support leads to increased persistence and success.	4. Persistence and success metrics will improve.	4. 2026
Resource Allocation	1. Utilizing the findings from the analysis of the student journey will influence a re-design of how program review is conducted – focusing on TCAPS vs. divisions.	1. Program Review Committee Chair(s)	1. New program review model will be developed, launched, and evaluated.	1. New program review model will assist with planning based on the student journey vs. past institutional practices leading to increased student success.	1. 2024
	2. Create a resource allocation funding rubric focused on planning by TCAP vs. divisions.	2. Budget Committee Chair(s)	2. New funding rubric will be adopted and approved.	2. Resource allocation will allocate resources across TCAPs vs. divisions leading to increased student support and reduced time to completion.	2. 2025
Student Outcomes Driven Institutional Planning	1. Conduct an exercise focused on utilizing program mapper and the current schedule of classes, to determine if it is	1. VPAA	1. 4-year schedule will be developed and shared with	1. Time to completion shortened with increase in student success.	1. 2024

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			students, counselor, and campus community.		

	feasible for a student to complete in 2-years.
	  a. Utilize findings to re-design the schedule of classes and build a 4-year schedule allowing for both full and part-time students.
	  b. Disseminate the 4-year schedule to counselors, faculty liaisons, staff, etc.				

	2. Conduct an audit of each educational program and its courses to determine which courses have been cancelled or not offered. a. Create a prioritized list of courses that need to be retained on the schedule, even if low enrolled.	2. Scheduling Dean	2. List of courses that need to be guaranteed and rotated on the schedule of classes will be prioritized and scheduled.	2. Student needs met through strengthened enrollment management	2. 2024
	3. Hold a facilitated retreat to design a 4-year schedule of classes, which includes all courses needed for students to complete their program of student in 2-years, and for part-time students.	3. VPAA	3. Each TCAP will have a guaranteed 4-year rotation of classes to ensure student can complete on time.	3. Time to completion shortened with increase in student success.	3. 2024
	4. Design new Strategic Institutional Master Plan using student outcomes as the basis for Institutional Planning.	4. President	4. Submit new Strategic Institutional Master Plan using student outcomes as the basis for Institutional Planning to	4. The planning loop will be closed, resulting in a college-wide developed Strategic Institutional Master Plan based on	4. 2026

			the LACCD BOT.	keeping the student as the center of all decision making.	