

los angeles **Pierce** COLLEGE



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

Submitted by:

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

Submitted to:

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

August 2022 Certification

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

From: Aracely Aguiar
Los Angeles Pierce College
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Woodland Hills, CA 91371

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:

| | |
|--|--------------|
| <u>Francisco C. Rodriguez, Ph.D.</u> <small>Francisco C. Rodriguez, Ph.D. (Jul 8, 2022 11:30 PDT)</small> | Jul 8, 2022 |
| Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District | Date |
| <u>Aracely Aguiar</u> <small>Aracely Aguiar (Jun 30, 2022 14:37 PDT)</small> | Jun 30, 2022 |
| Aracely Aguiar, President | Date |
| <u>Gabriel Buelna</u> <small>Gabriel Buelna (Jul 8, 2022 11:46 PDT)</small> | Jul 8, 2022 |
| Gabriel Buelna, Ph.D., Board President, Los Angeles Community College District | Date |
| <u>Jason Cifra</u> <small>Jason Cifra (Jun 30, 2022 14:37 PDT)</small> | Jun 30, 2022 |
| Jason Cifra, Accreditation Liaison Officer | Date |
| <u>Yvonne Grigg</u> <small>Yvonne Grigg (Jun 30, 2022 14:37 PDT)</small> | Jun 30, 2022 |
| Yvonne Grigg, Accreditation Co-Chair | Date |
| <u>Barbara M. Anderson</u> <small>Barbara M. Anderson (Jun 30, 2022 14:37 PDT)</small> | Jun 30, 2022 |
| Barbara Anderson, Academic Senate President | Date |
| <u>Brian Gendron</u> <small>Brian Gendron (Jun 30, 2022 16:17 CDT)</small> | Jun 30, 2022 |
| Brian Gendron, Pierce College Council Chair | Date |
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| Qais Azizi, Student Government President | Date |

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Introduction

College History

Los Angeles Pierce College is a public, two-year community college located in the western San Fernando Valley on a 426-acre campus, which includes a 226-acre farm. The College was established in 1947 as the Clarence W. Pierce School of Agriculture and initially provided a limited curriculum of crop rotation and animal husbandry to an all-male residential student body. At its start, the College served 70 students with 18 faculty.

In 1956, the College was renamed Los Angeles Pierce College (LAPC) to reflect its expanding curriculum, and in 1969 the institution became one of nine colleges in the Los Angeles Community College District (LACCD). Since then, the College has continued to expand curricular offerings and student support services to better serve the local community and enable more students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. Today, the College offers 143 degrees and certificates in a wide range of academic and career and technical disciplines and provides students a comprehensive range of support services, including counseling, tutoring, Extended Opportunity Programs and Services (EOPS), veteran services, and services for disabled students.

In 2021, LAPC updated its mission to highlight its commitment to students and equity.

LAPC Mission Statement

Engage. Enrich. Empower.

Los Angeles Pierce College aims to make a positive impact in people's lives by providing quality, inclusive, and innovative academic, technical, and cultural educational opportunities. We are committed to providing caring, equitable services to help our diverse students as well as our local community achieve their goals and thrive in a rapidly changing world.

LAPC Vision Statement

Los Angeles Pierce College is the premiere equity-minded community college in CA, where every person is respected, supported, and empowered with empathy.

LAPC Goals

Goal 1: Pierce College will offer excellent, responsive instructional programs to facilitate and improve student learning.

Goal 2: Pierce College will increase opportunities for student access, readiness, retention, and success.

Goal 3: Pierce College will enhance the learning environment to be culturally and pedagogically diverse.

Goal 4: Pierce College will expand the effective use of technology in all areas of the college.

Goal 5: Pierce College will enhance its relationships with the community at large.

Goal 6: Pierce College will establish and maintain fiscal stability.

Goal 7: Pierce College will implement a campus facilities master plan that fully integrates programs, services and budget in support of student learning.

Goal 8: Pierce College will continually refine both its governance and decision processes and its interaction with the district to increase effectiveness and inclusion.

LAPC Values

- **Racial Equity and Social Justice**

We acknowledge the vast inequalities systematically perpetuated within the United States of America, and we are steadfast in our commitment to ensure success for all students, regardless of their background.

- **Quality**

Faculty and staff cultivate a climate of excellence by providing quality instruction, services, facilities, and experiences. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop foundational skills.

- **Constant Growth**

We always seek better ways to serve and innovate. We address the changing needs of our student population in a proactive manner.

- **Student Centered**

- Our practices and decisions are made with students at the forefront of our minds. We empower students.
- Our practices and decisions are made in collaboration with students.

- **Student Engagement and Advocacy**

We value student voices; we value their input, their ideas, their feedback, and their desires.

- **Friendly**

We are welcoming and compassionate. People say hello to students and colleagues on campus and in-service areas. Our colleagues are approachable and act with respect and collegiality. Our facilities are navigable and attractive, as is our website. We SEE people and operate with a keen awareness of individual needs and stories.

- **Collaborative**

We work together. We break down silos and communicate across areas. Students have a seamless experience. We understand, generally, the roles everyone and every department play. We work together to solve problems.

- **Enrichment of Community**

We provide enriching activities for our Pierce community, which includes our students, staff and faculty as well as our local and regional community.

- **Passion**

We bring forward our passion for change, for education, and for the community, and we seek to bring forth the passion in our students and our colleagues.

The College executes this mission by supporting students as well as the community. For example, the College encourages students to participate and voice their opinions. Students in the Associated Students Organization (ASO) have standing seats on numerous participatory governance committees, and students investigate issues and concerns close to them and report those concerns through the award-winning student newspaper, The Round Up [Intro-01](#), [Intro-02](#), [Intro-03](#)). The community is encouraged to use campus facilities like the soccer fields and the pool for personal enrichment, and the Encore Program provides numerous non-credit course offerings ([Intro-04](#), [Intro-05](#), [Intro-06](#)).

The LAPC campus bustles with activities for students and the community such as sporting events, theater performances, musical concerts, and art shows, and all are welcome to attend these spectacular events ([Intro-07](#), [Intro-08](#), [Intro-09](#), [Intro-10](#), [Intro-11](#), [Intro-12](#)).

Key Developments Since the Last Accreditation Visit

Since LAPC's last accreditation visit, the College has seen significant administrative turnover; however, despite the leadership changes, the College continues to innovate and push forward to achieve its mission.

In fact, the College worked together to create a new mission and new Strategic Master Plan (SMP). The College's new mission as well as SMP highlight the institution's collaborative approach to decision-making and planning, as the College values all voices, faculty, staff, students, administrators, and community members.

Since the last comprehensive review, the College has banded together to respond to new and evolving initiatives and mandates. The math and English departments worked diligently to change curriculum and provide extra support to students in light of California's Assembly Bill 705, which requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe ([Intro-13](#), [Intro-14](#), [Intro-15](#), [Intro-16](#), [Intro-17](#), [Intro-18](#)). In addition to changes in instruction and curriculum, the College student support services have also greatly evolved since the last comprehensive review.

LAPC prides itself on being student-centered, and to realize this College value, the College has implemented new student-centered strategies and enhanced existing ones. For example, the College continues to innovate with the Brahma Food Pantry (BFP), which was founded in 2018 ([Intro-19](#)). Between November 2020 – December 2021, BFP distributed over 8000 pre-prepared meals from Everytable, 600 care packages filled with shelf-stable groceries and toiletries, and 650 grocery gift cards. The LAPC Umoja Program continues to thrive as it works toward closing equity gaps ([Intro-20](#)). The Pierce College Council (PCC) has formed a new sub-committee, the Student Support Committee, to oversee critical student support services ([Intro-21](#), [Intro-22](#)). In an effort to meet students where they are, the College has embraced the online educational environment. Student support services, such as counseling and financial aid awareness, are now offered via the online platform Cranium Café as well as through in-person appointments ([Intro-23](#)). All academic tutoring, through the Center for Academic Success, is offered online and in-person ([Intro-24](#)). LAPC continues to innovate with technology, as the College is the first in the

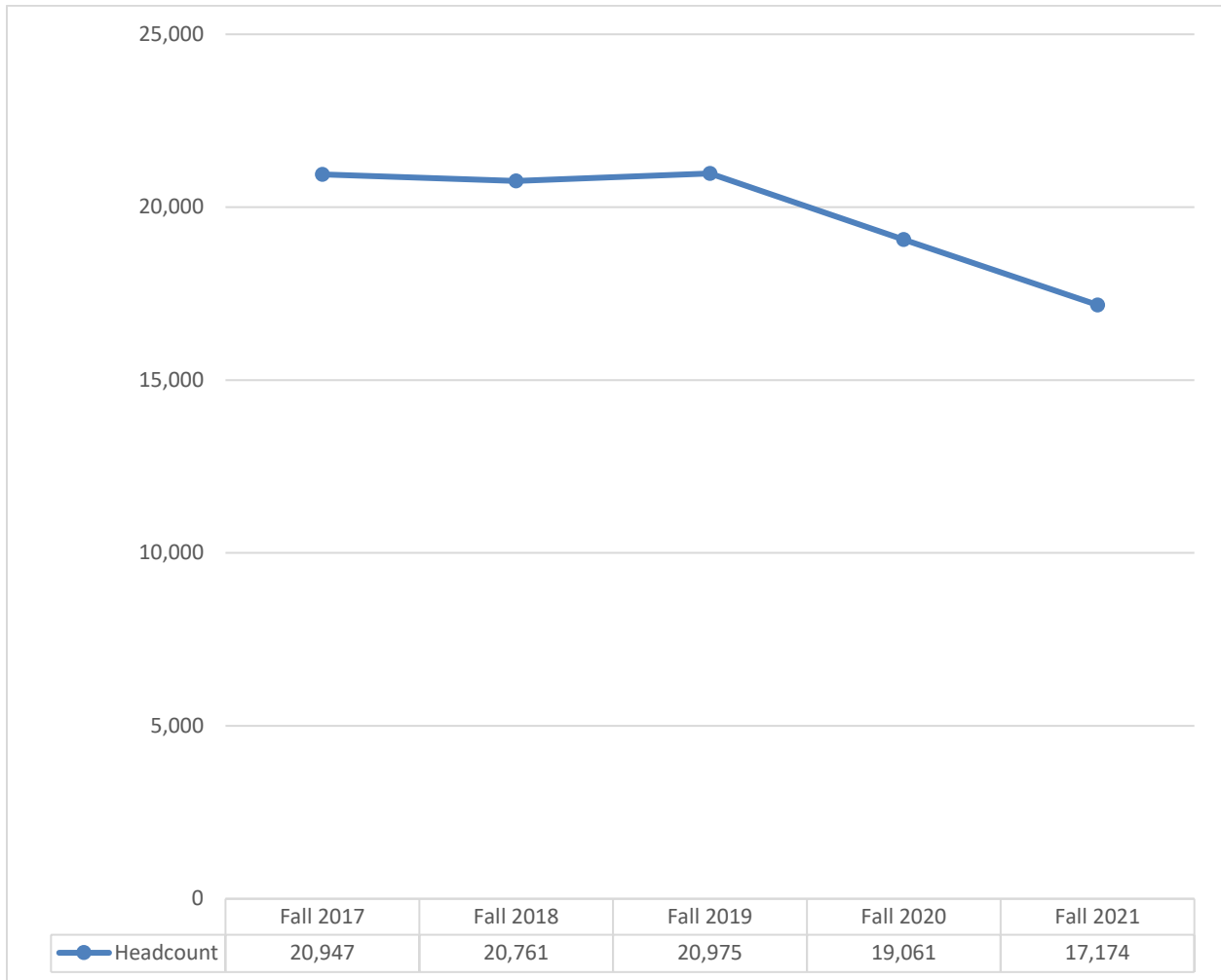
District to embrace the dual delivery model (also known as hyflex), which provides students the choice to enroll in a class either in-person or synchronously online ([Intro-25](#), [Intro-26](#)).

In addition to helping students thrive with a myriad of services and educational opportunities, the College has revamped the program review and viability process so that important college decisions are data driven. The new comprehensive program review process is efficient and meaningful; programs and departments write long-term and short-term goals every four years, and each subsequent year, the programs and departments assess their progress with these goals using important data markers. Career and Technical Education (CTE) programs complete their comprehensive program review every two years ([Intro-27](#)). The viability review process was also upgraded, as the Educational Planning Committee (EPC), working in collaboration with the Office of Institutional Effectiveness (OIE), now shares success data with all the College programs, and a rubric of comprehensive data metrics identify programs that are struggling. These programs are then asked to complete a self-assessment, and the EPC works with those programs to develop an improvement plan or to initiate a full viability study of the program. Then, the EPC makes recommendations based on the results of the viability review, and once approved by EPC, the recommendations are forwarded to the Academic Senate ([Intro-28](#)). Comprehensive program review and viability review scaffold success for the College's programs.

LAPC has also embraced the guided pathways framework. The program mapper has been initiated to allow students to explore areas of interests and see potential class schedules, degree options, and career opportunities on the website ([Intro-29](#)). The program mapper lists seven meta-majors, or areas of academic and career interests, and these areas/meta-majors are the foundation of the LAPC "Success Teams." The "Success Teams" attempt to break down area as well as department silos and wrap services around students ([Intro-30](#)). Each team consists of one Dean or Director, one faculty co-chair, up to three faculty discipline experts, one counselor, one financial aid representative, and one faculty data coach. Together, these LAPC team members organize one direct intervention per semester for the students, and the interventions, defined by the team, orient students to college requirements as well as college opportunities. For example, one team might invite students to a special financial aid seminar or a discipline led activity. As the program grows, teams will provide more interventions each semester.

Student Enrollment Data

LAPC Headcount

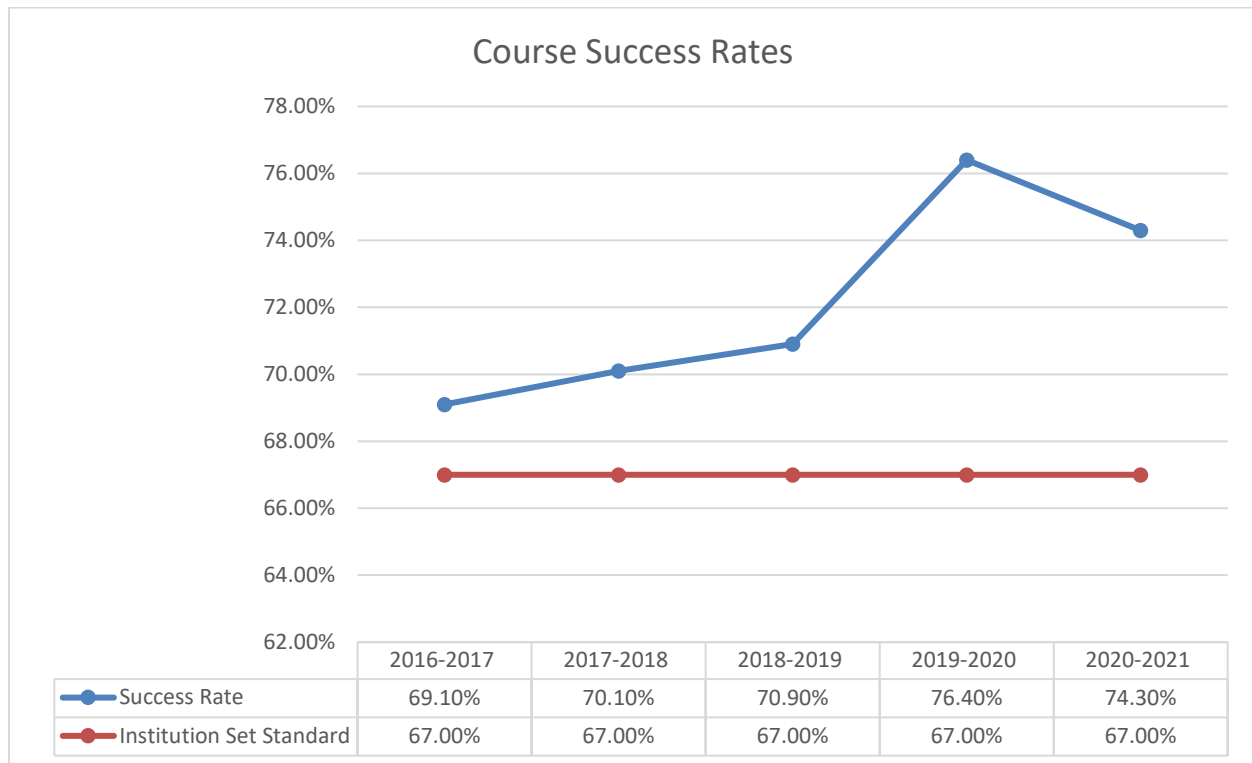


Enrollment and FTES Data

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Credit Enrollment | 50,408 | 47,295 | 46,739 | 47,173 | 40,667 |
| Credit Sections Count | 1,576 | 1,543 | 1,564 | 1,559 | 1,378 |
| Average Class Size | 32.0 | 30.7 | 29.9 | 30.3 | 29.5 |
| FTES | 6,505 | 6,210 | 6,108 | 6,179 | 5,539 |
| FTEF | 364 | 367 | 366 | 363 | 351 |
| FTES per FTEF | 17.9 | 16.9 | 16.7 | 17.0 | 15.8 |

LAPC fall student headcount declined approximately 200 students from 2017 to 2018, but recovered from 2018 to 2019. However, as a result of the COVID-19 pandemic, headcount declined by over 1,900 students from Fall 2019 to Fall 2020. From Fall 2016 to Fall 2020, FTES declined by 15%.

Course Completion Rates



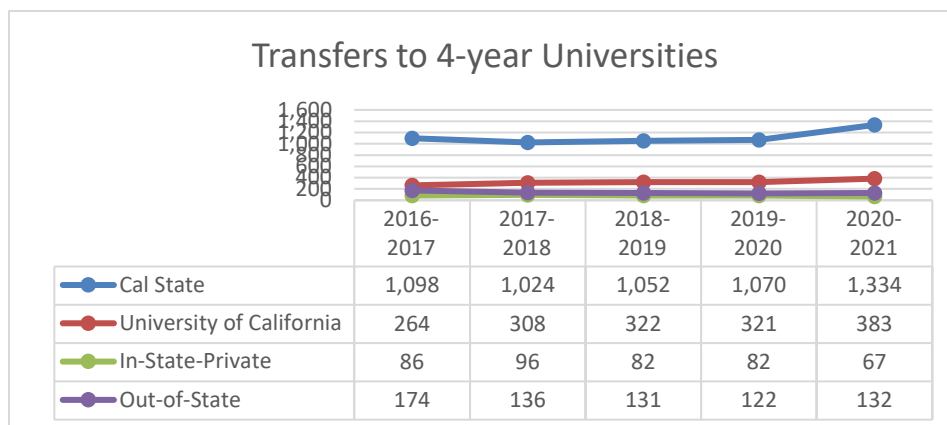
Course success rates were trending upwards from the 2016-17 academic year to 2018-19 with a gradual increase of 1.8% in this timeframe. In 2019-20, course success increased by 5.5% over the prior year to a high of 76.4%. Considering 2019-20 was the initial year of the COVID-19 pandemic when all classes were transitioned to online learning, this jump in course success requires further study. Course success rates in 2020-21 remained high at 74.3%.

Degree/Certificate Completion

| Program Awards | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Award Type | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Associate Degree for Transfer | 537 | 690 | 1,007 | 1,307 | 1,414 |
| Associate Degree | 2,028 | 2,350 | 3,221 | 3,470 | 3,438 |
| Certificate of Achievement | 1,815 | 1,715 | 2,040 | 2,152 | 2,209 |
| Certificate of Completion (Non-Credit) | 0 | 1 | 98 | 129 | 21 |
| Skills Certificate | 0 | 0 | 38 | 66 | 66 |

Program awards increased 63% from 2016-17 to 2020-21. In this timeframe the following changes occurred: Associate Degrees for Transfer increased 263%; Associate Degrees increased 169.5%; Certificates of Achievement increased 121.7%; and Skills Certificate increased from 0 awarded to 66 awarded. Noncredit Certificates of Completion peaked at 129 in 2019-20 before declining to 21 in 2020-21. This decrease in Noncredit Certificates of Completion requires further study.

Transfers to 4-year Universities

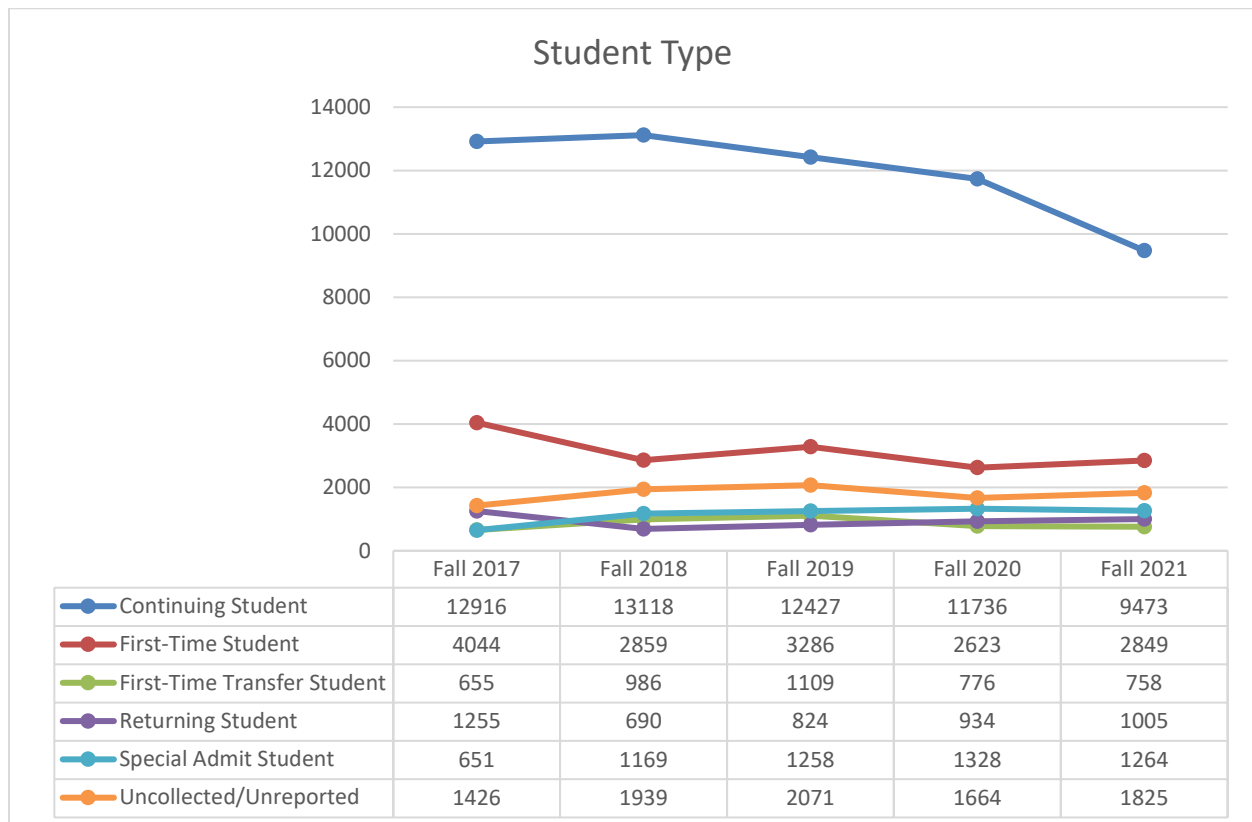


Transfers to in state public institutions increased from 2016-17 to 2020-21. Transfers to the Cal State system increased 121.5% in this timeframe, while increasing 145% to the UC system.

Transfers to in-state-private institutions (-22%) and out-of-state institutions (-24.2%) both declined in this timeframe.

Student Demographics

The majority of LAPC students are Hispanic, making up 44.1% of the Fall 2021 student body. The remaining ethnicities in Fall 2021 were: 33.5% White non-Hispanic, 5.7% Asian, 4.8% unknown, 4.4% African-American, 3.7% multi-ethnicity, 3.6% Filipino, 0.2% Pacific Islander, and 0.1% American Indian/Alaskan Native.

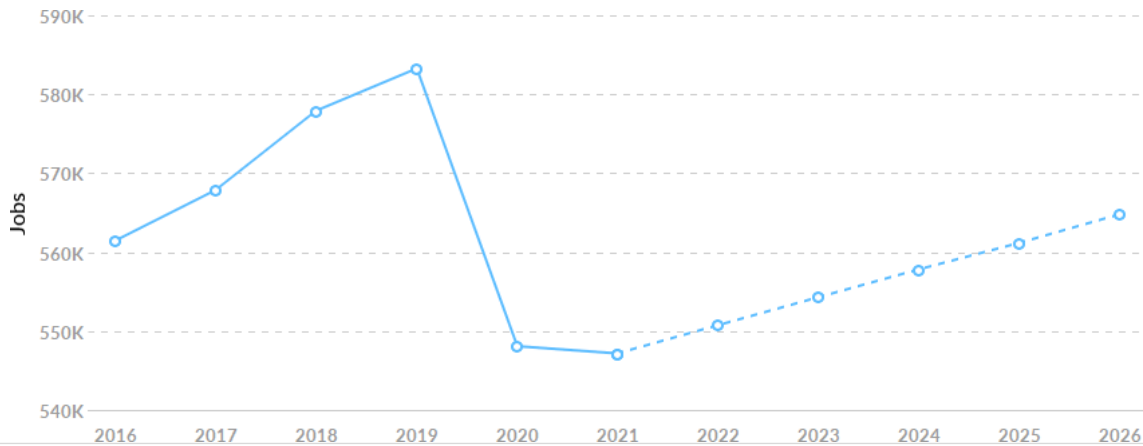


The majority of LAPC students are continuing students. Continuing, first-time, and returning students have all declined in numbers from Fall 2017 to Fall 2021. First-time transfer and special admit students have increased in this timeframe. The near doubling of special admit students is a result of growth in the college's dual enrollment program.

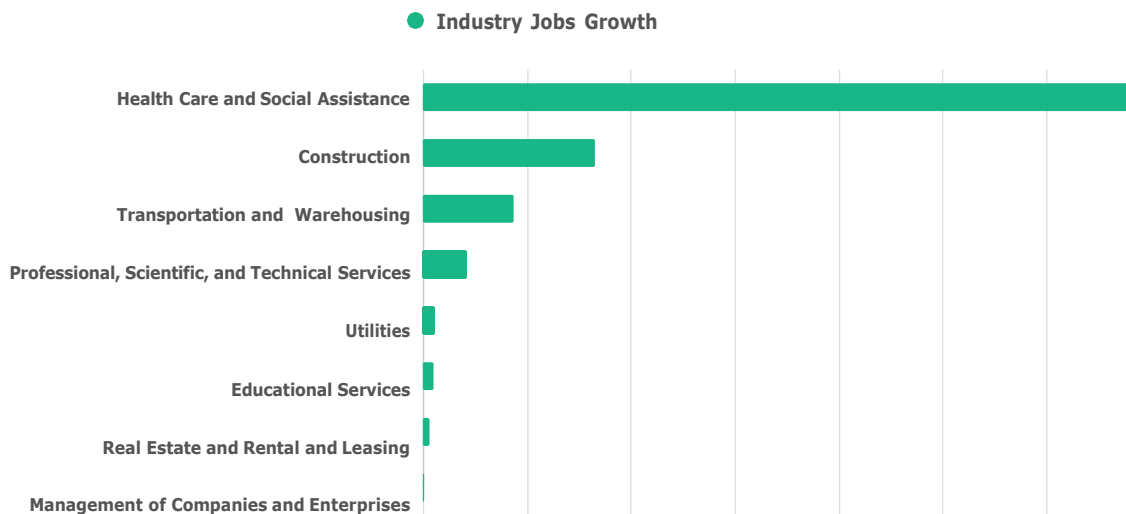
Labor Market Data

Job Trends

From 2016 to 2021, jobs declined by 2.5% in Pierce Top 25 Zip from 561,447 to 547,169. This change fell short of the national growth rate of 0.4% by 2.1%.



Top Growing Industries



Health care and social assistance jobs have shown the most growth in the San Fernando Valley area. Construction, transportation, and warehousing show marked growth as well. To meet the

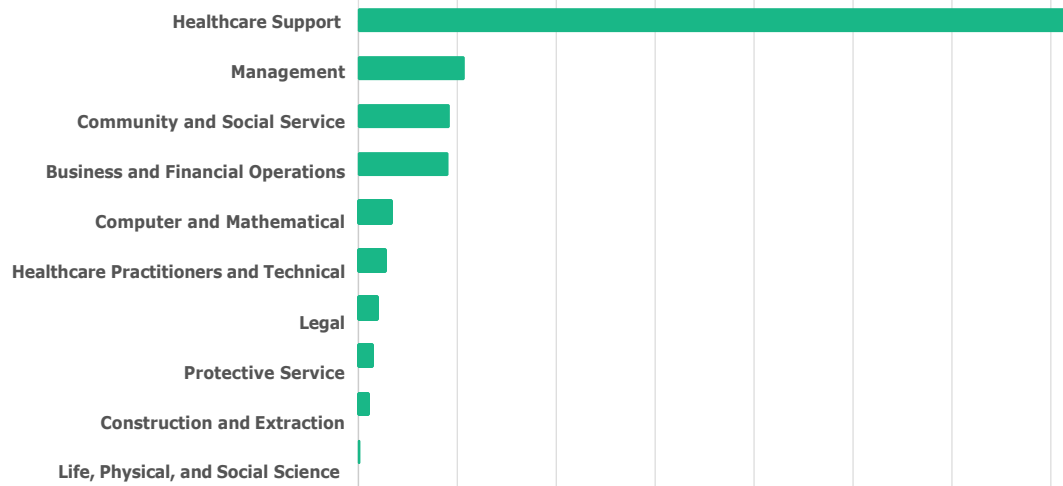
needs of the growing industries, the College's Strategic Master Plan outlines goals to increase Career and Technical opportunities at the College ([Intro-31](#)).



To help students achieve top industry earning jobs, the College offers a myriad of degrees, certificates, and programs, particularly in the Career and Technical fields such as Business ([Intro-32](#)).

Top Growing Occupations

● Occupation Jobs Growth



Healthcare support occupations show steady growth.

| Licensure Pass Rates | | | | |
|--|--------------|------------------|------------------|------------------|
| Licensure/Certification | Set Standard | 2018-2019 Cohort | 2019-2020 Cohort | 2020-2021 Cohort |
| Addiction Studies | 55.7% | N/A | 89.7% | 76.5% |
| Nursing | 78.4% | 98.6% | 96.1% | 92.8% |
| Registered Veterinary Technology (RVT) | 75.6% | 84.0% | 84.0% | 86.9% |

Licensure Exam Pass Rates



| | Set Standard | 2018-2019 Cohort | 2019-2020 Cohort | 2020-2021 Cohort |
|--|--------------|------------------|------------------|------------------|
| Addiction Studies | 55.70% | 0 | 89.70% | 76.50% |
| Nursing | 78.40% | 98.60% | 96.10% | 92.80% |
| Registered Veterinary Technology (RVT) | 75.60% | 84.00% | 84.00% | 86.90% |

Job Placement Rates

| Job Placement Rates | | | | | |
|---|--------------|--------------|------------------|------------------|------------------|
| Licensure/Certification | Set Standard | Stretch Goal | 2017-2018 Cohort | 2018-2019 Cohort | 2019-2020 Cohort |
| Overall Job Placement Rate (Average of 2-digit TOP Code) | 71.0% | n/a | 76.0% | 78.0% | 71.0% |
| Accounting-AA | 59.9% | 76% | 73.6% | 62.9% | 62.5% |
| Addiction Studies-AA | 55.7% | 76% | 65.9% | 78.1% | 68.8% |
| Addiction Studies-C | 55.7% | 76% | 65.9% | 78.1% | 68.8% |
| Administration of Justice for Transfer-ST | 64.7% | 76% | 69.4% | 75.7% | 73.2% |
| Administrative Professional-AA | 56.9% | 76% | 77.7% | 78.4% | 53.1% |

| | | | | | |
|--|-------|-----|-------|-------|-------|
| Administrative Professional-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| American Sign Language/Interpreting-AA | 62.0% | 76% | 64.3% | 90.5% | 75.9% |
| American Sign Language/Interpreting-C | 62.0% | 76% | 64.3% | 90.5% | 75.9% |
| Automotive Emission Specialist- C | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Automotive Light Service Technician-C | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Automotive Performance Applications-C | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Automotive Powertrain Specialist-C | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Automotive Service Technology-AS | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Automotive Service Technology-C | 64.7% | 76% | 77.3% | 78.4% | 84.4% |
| Basic Computerized Accounting- C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Basic Internet-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Basic Word Processing: Microsoft Word for Windows-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Business Administration for Transfer-ST | 64.8% | 76% | 77.0% | 86.4% | 72.0% |
| Business Information Worker- NC | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| CAOT: General Administrative- AA | 56.9% | 76% | 77.7% | 78.4% | 53.1% |

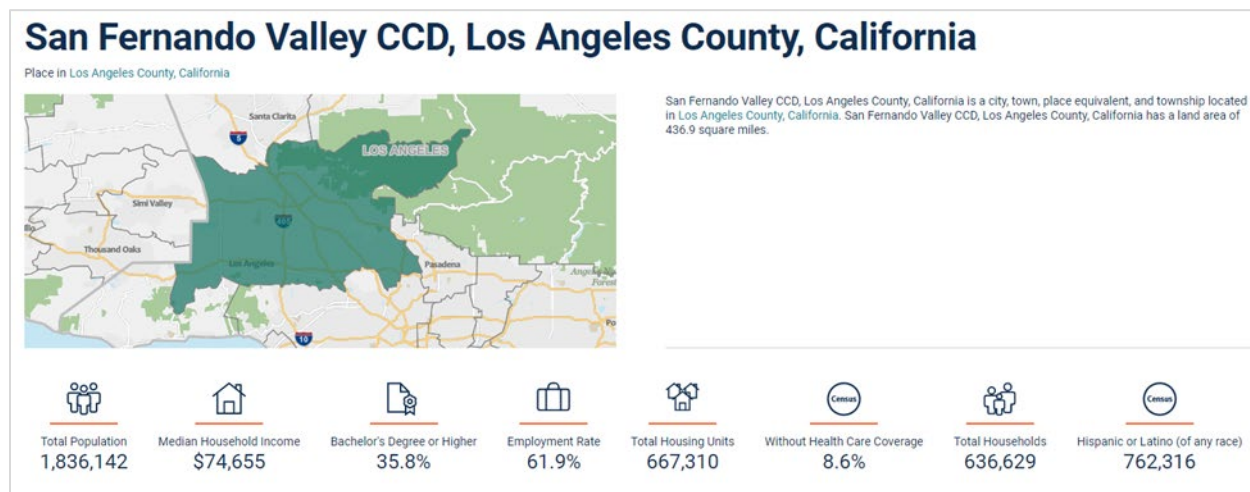
| | | | | | |
|---|-------|-----|-------|--------|--------|
| CAOT: General Administrative-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Child Development - Associate Teacher-C | 68.3% | 76% | 75.3% | 72.1% | 60.0% |
| Child Development-AA | 68.3% | 76% | 75.3% | 72.1% | 60.0% |
| Cloud and Network Technology-AS | 74.4% | 76% | 84.6% | n/a | n/a |
| Computer Applications-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Criminal Justice-AA | 64.7% | 76% | 69.4% | 75.7% | 73.2% |
| Dog Grooming-NC | n/a | 76% | 72.4% | 69.6% | 81.8% |
| Early Childhood Education for Transfer-ST | 68.3% | 76% | 75.3% | 72.1% | 60.0% |
| General Business-AA | 64.8% | 76% | 77.0% | 86.4% | 72.0% |
| Infant Care Teacher-C | 44.4% | 76% | 80.0% | n/a | 70.0% |
| Marketing-AA | 65.8% | 76% | n/a | n/a | 54.6% |
| Marketing-C | 65.8% | 76% | n/a | n/a | 54.6% |
| Networking Technology-C | 74.4% | 76% | 84.6% | n/a | n/a |
| Nursing-AS | 78.4% | 76% | 93.9% | 100.0% | 100.0% |
| Office Admin-Advanced Computer Applications-C | 56.9% | 76% | 77.7% | 78.4% | 53.1% |
| Preschool-C | 53.2% | 76% | 90.9% | n/a | 58.8% |
| Preschool Director-C | 53.2% | 76% | 90.9% | n/a | 58.8% |
| Preschool Teacher-C | 53.2% | 76% | 90.9% | n/a | 58.8% |
| Pre-Veterinary Medicine-AS | 77.6% | 76% | 85.4% | 91.3% | 91.9% |
| Routing Technology-C | 74.8% | 76% | 84.6% | n/a | n/a |

| | | | | | |
|--------------------------|-------|-----|-------|-------|-------|
| Veterinary Technology-AS | 75.6% | 76% | 85.4% | 91.3% | 91.9% |
|--------------------------|-------|-----|-------|-------|-------|

Source: CCCC MIS Perkins V

https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx

Demographic Data



Los Angeles Pierce College, located in the San Fernando Valley in Los Angeles County, serves a large demographic area. The median household income in the San Fernando Valley is \$74,655, and 42% of the population is Hispanic or Latino.

| Employment Data (Past 12 Months) | | |
|----------------------------------|---------|------------|
| Employment Status | Count | Percentage |
| Employed | 941,162 | 93.34% |
| Unemployed | 67,104 | 6.66% |

The majority of people living in the San Fernando Valley are working, with 93.34% of people employed.

Sites

LAPC does not operate external sites.

Specialized or Programmatic Accreditation

American Veterinary Medical Association

1931 North Meacham Road, Suite 100

Schaumburg, IL 60173

(800) 248-2862

www.avma.org

Bureau of Automotive Repair (BAR)

10240 Systems Parkway

Sacramento, CA 95827

(916) 255-4200, (818) 596-4400

California Board of Registered Nursing (BRN)

400 R Street, Suite 4030

Sacramento, CA 95814

(916) 322-3350

www.rn.ca.gov

California Association of Alcohol and Drug Educators (CAADE)

PO Box 7152

Oxnard, CA 93031-7152

(805) 485-5247

www.caade.org

Evidence List

[Intro-01](#) Round Up-Awards

[Intro-02](#) PCC-Charter

[Intro-03](#) Senate Agenda-11-2021
[Intro-04](#) Encore-Catalog
[Intro-05](#) Encore-Website
[Intro-06](#) Soccer Fields-Schedule
[Intro-07](#) Play Performance
[Intro-08](#) Music Recital
[Intro-09](#) Performance-Workshop
[Intro-10](#) Sports Flash
[Intro-11](#) Motor 4 Toys
[Intro-12](#) End of Semester-Celebration
[Intro-13](#) Math-English-Catalog
[Intro-14](#) Stats Flyer
[Intro-15](#) Passport to English
[Intro-16](#) ESL-Changes
[Intro-17](#) ESL-Structure
[Intro-18](#) ESL-Course Summaries
[Intro-19](#) Brahma Pantry
[Intro-20](#) Umoja-Homepage
[Intro-21](#) PCC Minutes 5-2019
[Intro-22](#) SSC-Charter
[Intro-23](#) Online Student Services
[Intro-24](#) CAS-Homepage
[Intro-25](#) Brahma Beat 12-2021
[Intro-26](#) Dual Delivery Training
[Intro-27](#) CPR-Template
[Intro-28](#) Viability Review
[Intro-29](#) Program Mapper
[Intro-30](#) Summer Summit
[Intro-31](#) SMP 2022-2026
[Intro-32](#) CTE-Webpage

A. Presentation of Student Achievement Data and Institution-set Standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self- Evaluation, Improvement, and Peer Review*]

| Metric | Definition of Measure | Set Standard | Stretch Goal | Current Year Performance | Previous Year Performance |
|---|---|--------------|--------------|--------------------------|---------------------------|
| Completion of Just Certificates | Number of Certificates of Completion conferred in a particular year. | 1,207 | 2,164 | 2,209 | 2,152 |
| Completion of Just Degrees (including ADTs) | Number of AA, AS, AA-T and AS-T degrees conferred in a particular year. | 1,865 | 3,037 | 4,852 | 4,777 |
| Successful Student Course Completion | The percentage of students who successfully complete a course with a "C" or better. | 67% | | 72% | 70% |
| Student Course Retention | The percentage of students who stay enrolled in a course within a term, regardless of a passing or failing grade. | 82% | | 86% | 88% |
| Number of Transfers to 4-Year Colleges/Universities | The number of students who exited Pierce in the prior year and enrolled in a UC, CSU, in-state-private, or out-of-state school in the following year. | 1,547 | 2,195 | 1,916 | 1,583 |

Even with declining enrollment, the College is meeting its institution-set standards and even the Vision for Success stretch goals. Student earned 2, 209 certificates in 2021 and 4, 852 degrees in 2020-2021.

| Metric | Definition of Measure | Set Standard | Stretch Goal | Current Year Performance | Previous Year Performance |
|---|---|--------------|--------------|--------------------------|---------------------------|
| Job Placement | CCCCO Perkins V Core Indicator 4. Enrollments in Apprenticeship, Advanced Occupational or Clearly Occupational courses (coded with SAM Priority codes A-C). | Various | 76% | Various | Various |
| Overall Job Placement | Average of 2-digit TOP codes. | 71% | 76% | 71% | 78% |
| Licensure Rates | | | | | |
| Nursing | Certification exam passage rates for the Nursing, Addiction Studies, and RVT programs in the particular year. | 78% | | 93% | 96% |
| Addiction Studies | | 56% | | 77% | 90% |
| Registered Veterinary Technology (RVT) | | 76% | | 87% | 84% |
| Completion of Degrees and Certificates Combined | Number of Certificates of Completion, AA, AS, AA-T and AS-T degrees conferred in a particular year. | 1,207 | | 7,061 | 6,929 |

The College is also meeting its goals regarding job placement and licensure rates. Students are passing licensing exams well above the institution-set standard, and students are getting jobs related to their fields of study.

B. Organization of the Self-Evaluation Process

Los Angeles Pierce College (LAPC) has an established history of participatory governance structures and processes, and these frameworks provide the College with stability in relationship to accreditation. For example, the Accreditation Steering Committee (ASC), established in 2010,

provides the initial framework to lead the College through the accreditation process. ASC, co-chaired by the Vice President of Academic Affairs/Accreditation Liaison Officer (ALO), and the Faculty Accreditation Coordinator (FAC), continues the accreditation conversation throughout the year with monthly meetings ([Org-01](#), [Org-02](#)). In addition to monthly committee meetings, the ALO and the FAC work together with the President’s Office to create accreditation newsletters to involve the entire campus community in the process of accreditation ([Org-03](#)[Org-04](#)). The FAC also provides the campus with accreditation updates during Opening Day and monthly reports to the Pierce College Council (PCC) and the Academic Senate ([Org-05](#), [Org-06](#), [Org-07](#)). The following timeline summarizes the major developments in the preparation and creation of the 2023 Institutional Self-Evaluation Report.

| | Institutional Self-Evaluation Report Timeline |
|------------------|--|
| August 2020 | Accreditation Opening Day Kick-off (Org-08) Key Standard Leads Identified |
| September 2020 | Campus Call Outs for ISER Team Members (Org-09 , Org-10) |
| October 2020 | ACCJC Training Event LAPC “Gathering Evidence” Training Event (Org-11) |
| November 2020 | LACCD Training Event |
| January 2021 | First Round of Evidence Due in SharePoint folders |
| February 2021 | LAPC “Writing the 2023 ISER” Training Event (Org-12) |
| March-May 2021 | Individual Team Meetings for Writing |
| May 2021 | First Draft of ISER due |
| June-August 2021 | First Round of ISER editing |
| September 2021 | ASC members begin editing the ISER (Org-13) |
| February 2022 | ISER Team members edit their respective sections |
| March 2022 | Community Townhall to present the ISER (Org-14) |
| April 2022 | Approval of ISER at the Academic Senate and the Pierce College Council (Org-15 , Org-16) |

| | Standard I Teams | |
|---------------------|--|-----------------------|
| I.A: Mission | I.B: Academic Quality and Institutional Effectiveness | I.C: Integrity |

| | | |
|---|---|---|
| Brian Gendron* Cara Gillis Erin Hayes Oscar Hernandez Lila Snow Grace Sroya Mia Wood* | Giselle Calubayan* Dale Fields Mon Khat Aron Kamajaya Jenny Moses* Amari Williams* | Donna Accardo* Monique Cleveland Theresa Johnson Craig Kramer David Koehnlein Grace Ochoa Shant Varozian Donna Mae Villanueva* |
|---|---|---|

| | Standard II Teams | |
|---|--|--|
| II.A: Instructional Programs | II.B: Library and Learning Support Services team | II.B: Student Support Services Team |
| Ida Blaine Kaycea Campbell Sharon Dalmage Shannon Devaney Mary Anne Gavarra-Oh* Jenny Ghiglia Will Marmolejo Benny Ng Margarita Pillado* Anafe Robinson Cristina Rodriquez Brad Saenz Joan Schneider David Valentino Marica Winiarski | Connor Dawson Clay Gediman Michael Habata Kelly Jones Crystal Kiekel Kalynda McLean Mario Macias* Laruen Saslow* Tamara Troutt | Juan Carlos Astorga Lara Conrady Earic Dixon-Peters* Danielle Lendor Lorena Lopez Jeremy Mason Maggie Mejia Ngan Mork* Kimberly Onaga Sunday Salter |

| | Standard III Teams | | |
|---|--|--|--|
| III.A: Human Resources | III.B: Physical Resources | III.C: Technology Resources | III.D: Financial Resources |
| Susan Armenta Yesenia Crisanto Mary Fellows Shannon Krajewski* Brian Moe* Ahmad Rasooli Susan Rhi-Kleinert* Arthur Yin | Melody Cooper Catherine Fleming* Deborah Hefter* Danny Illouz Paul Nieman Keith Peabody | Wendy Bass* Heather Kokorowski Sheri Lehavi Sean McDonald Mikel McMillin Farahnaz Nezhad Justin Rose Randy Sparks* | Wiley Brown Mofe Doyle Bruce Rosky* Rolf Schleicher* Linda Solar Eddie Tchertchian* Candy Van Claudia Velasco |
| | Standard IV Teams | | |
| IV.A: Decision Making Roles and Processes | IV.B: Chief Executive Officer | IV.C: Governing Board | IV.D: Multi-College |

| | | | |
|--|---|--|-----------------------------|
| | | | Districts or Systems |
| Barbara Anderson Anna Bruzzese Izzy Goodman Dorlah Lawrence Lupita Narkevicius Travis Orloff Adrian Youhanna | Angel Belden Jill Connelly Sean Collins-Smith Michael Gend Sean Khalifehzadeh Malina Koani Tracie Savage Ken Windrum | Doreen Clay Curt Duffy* Mark Henderson Lee Loveridge George Ogar Brian Walsh* | LACCD Team |

*= Team Leaders

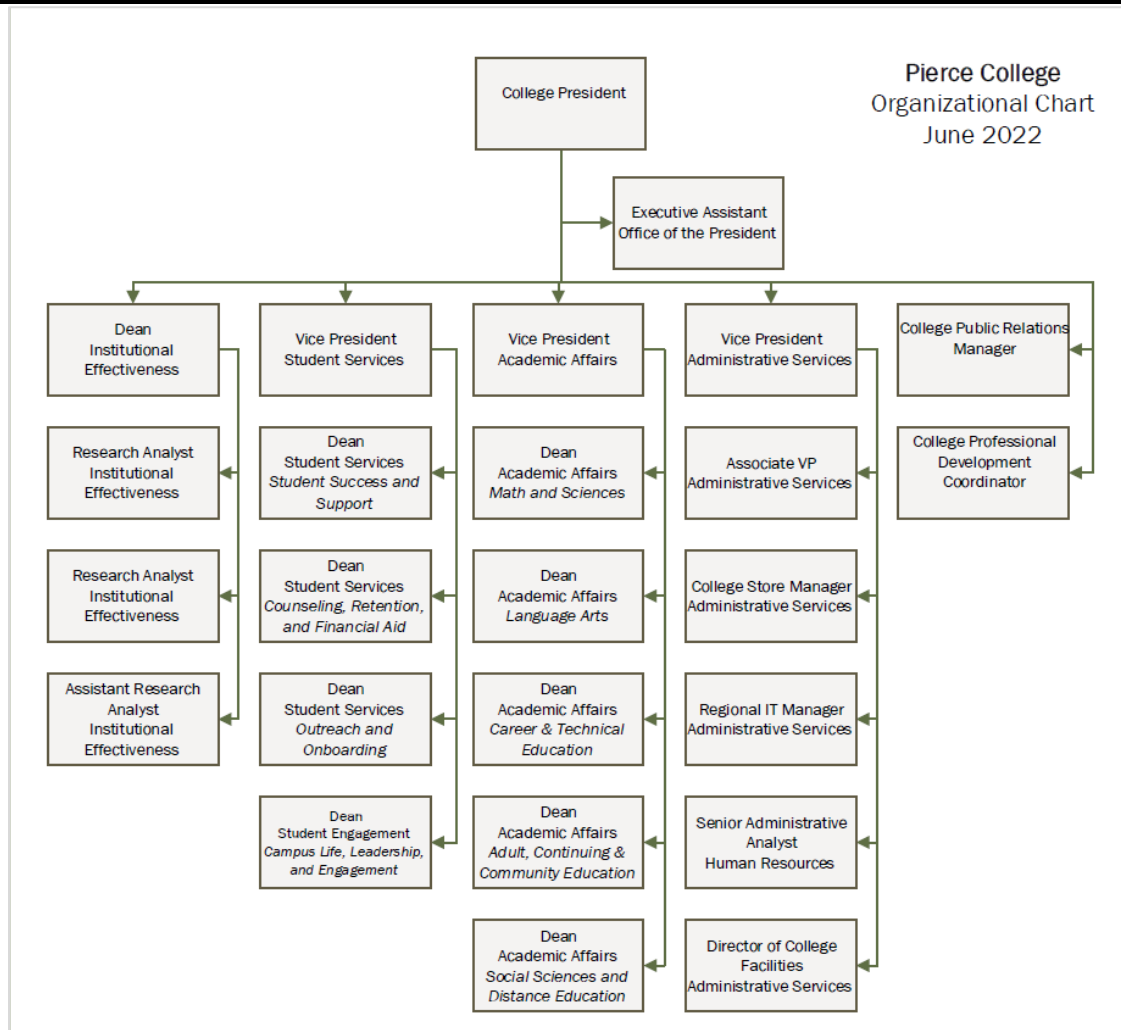
| | Accreditation Steering Committee (ASC) Members |
|---|--|
| Vice President, Academic Affairs/Accreditation Liaison Officer | Donna-Mae Villanueva (2020-21) / Matthew Jordan (2022) |
| Faculty Accreditation Coordinator | Yvonne Grigg |
| Academic Senate President | Barbara Anderson |
| Pierce College Council Chair | Brian Gendron |
| Vice President, Administrative Services | Rolf Schleicher |
| Vice President, Student Services Academic Policy Committee Chair | Juan-Carlos Astorga |
| Dean, Institutional Effectiveness | Cathy Jin |
| Dean, Academic Affairs | Mary-Anne Gavarra-Oh |
| Associated Students Organization | Gabi Morris |
| Classroom Faculty Senate Position | Mitra Hoshier |
| Non-Classroom Faculty Senate Position | Mario Macias |
| AFT Local 1521 | Donna Accardo |
| AFT Local 1521A | Lupita Narkevicius |
| SEIU Local 721 | James Sims |
| SEIU Local 99 | Shytovia Jernigan |
| Teamsters | Susan Rhi-Kleinert / Donna-Mae Villanueva |
| Unrepresented Managers and Confidential Employees | Shannon Krajewski |
| College Librarian | Laruen Saslow |
| College Outcomes Coordinator | Jenny Moses/Benny Ng |
| College Professional Development Coordinator | Brian Moe |
| Distance Education Coordinator | Wendy Bass |

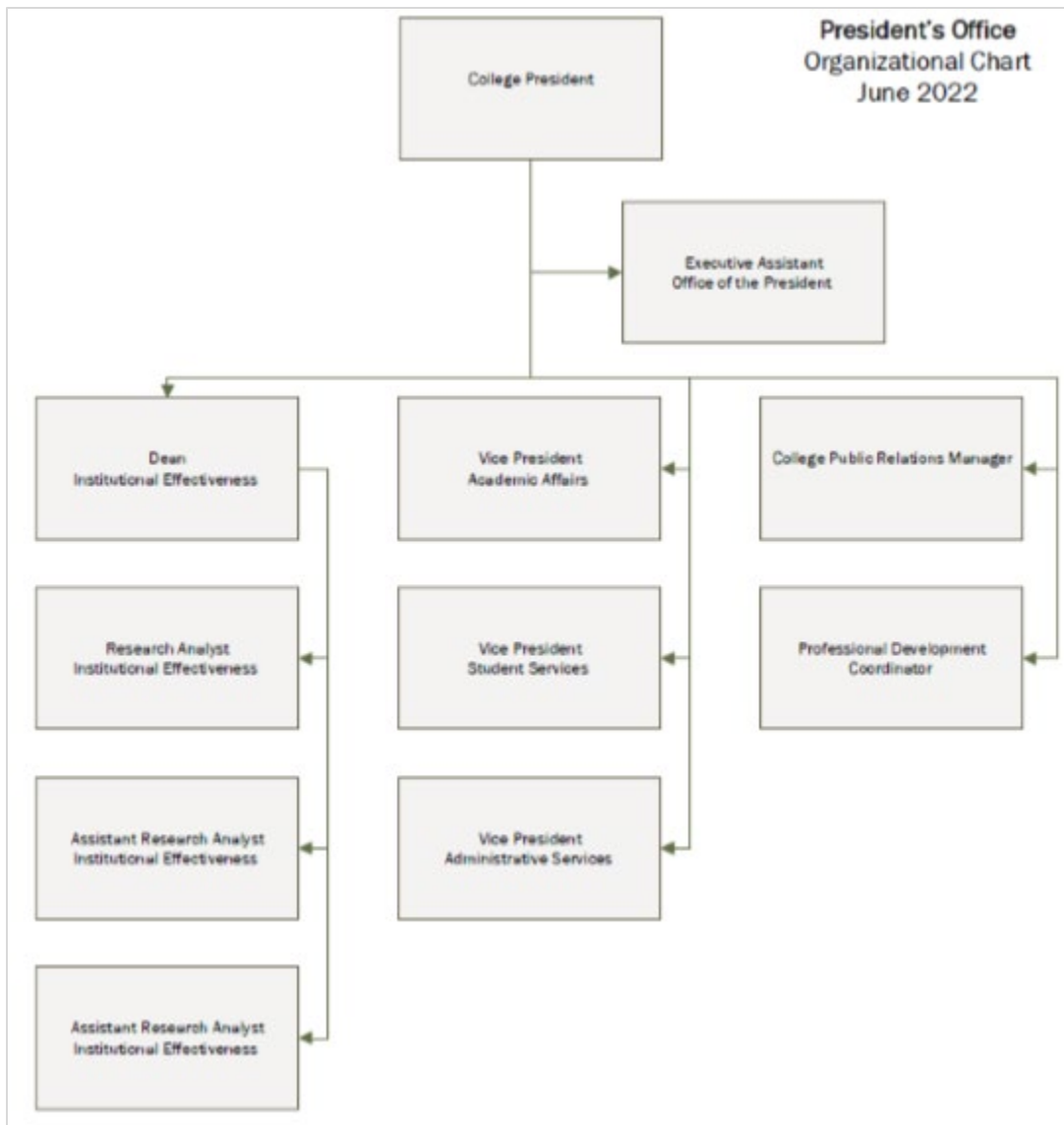
| | |
|-------------------------------------|----------------|
| Director of Facilities | Paul Neiman |
| Manager, College Information System | Mark Henderson |
| College Web Architect | Carlos Guzman |

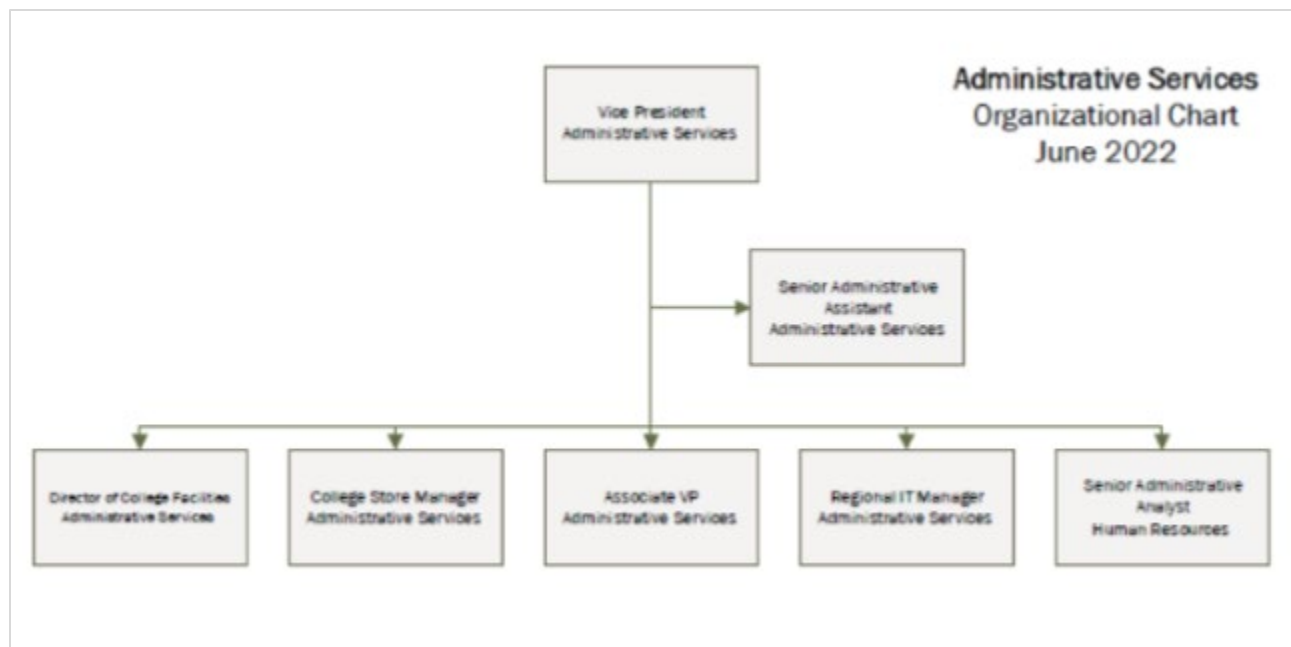
Evidence List

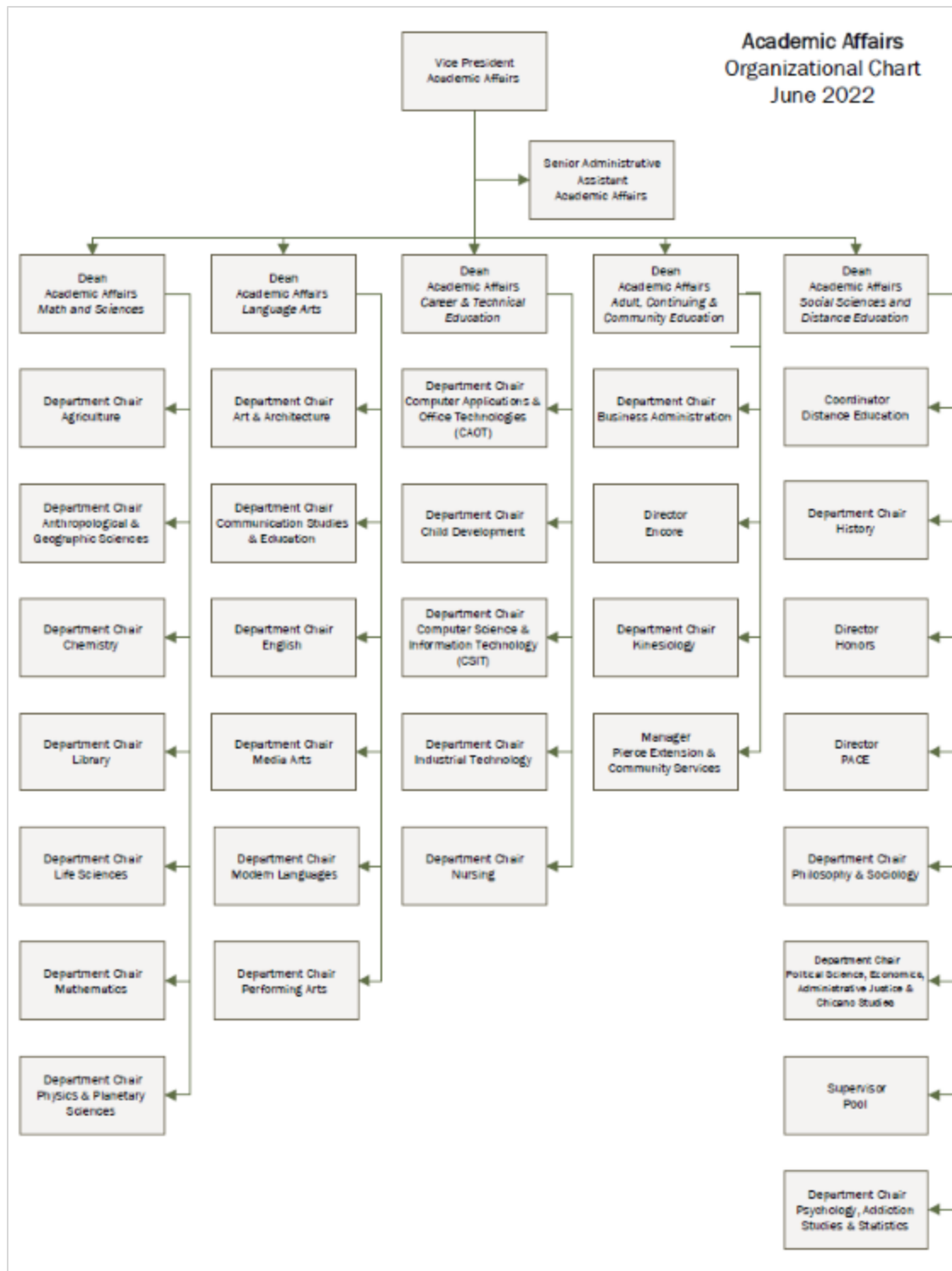
[Org-01](#) ASC Charter
[Org-02](#) ASC Agenda 8-28-2021
[Org-03](#) Accreditation Newsletter 1-2021
[Org-04](#) Accreditation Newsletter 4-2021
[Org-05](#) Opening Day Schedule
[Org-06](#) Senate Agenda 10-2021
[Org-07](#) PCC Agenda 11-2021
[Org-08](#) Accreditation 101 Opening Day
[Org-09](#) Brahma Beat 2020
[Org-10](#) VPAA-Email for Volunteers
[Org-11](#) Evidence Gathering Presentation
[Org-12](#) Writing ISER Presentation
[Org-13](#) ASC Minutes 9-2021
[Org-14](#) Townhall Presentation
[Org-15](#) PCC Agenda4 -21-2022
[Org-16](#) Senate Minutes 4-11-2022

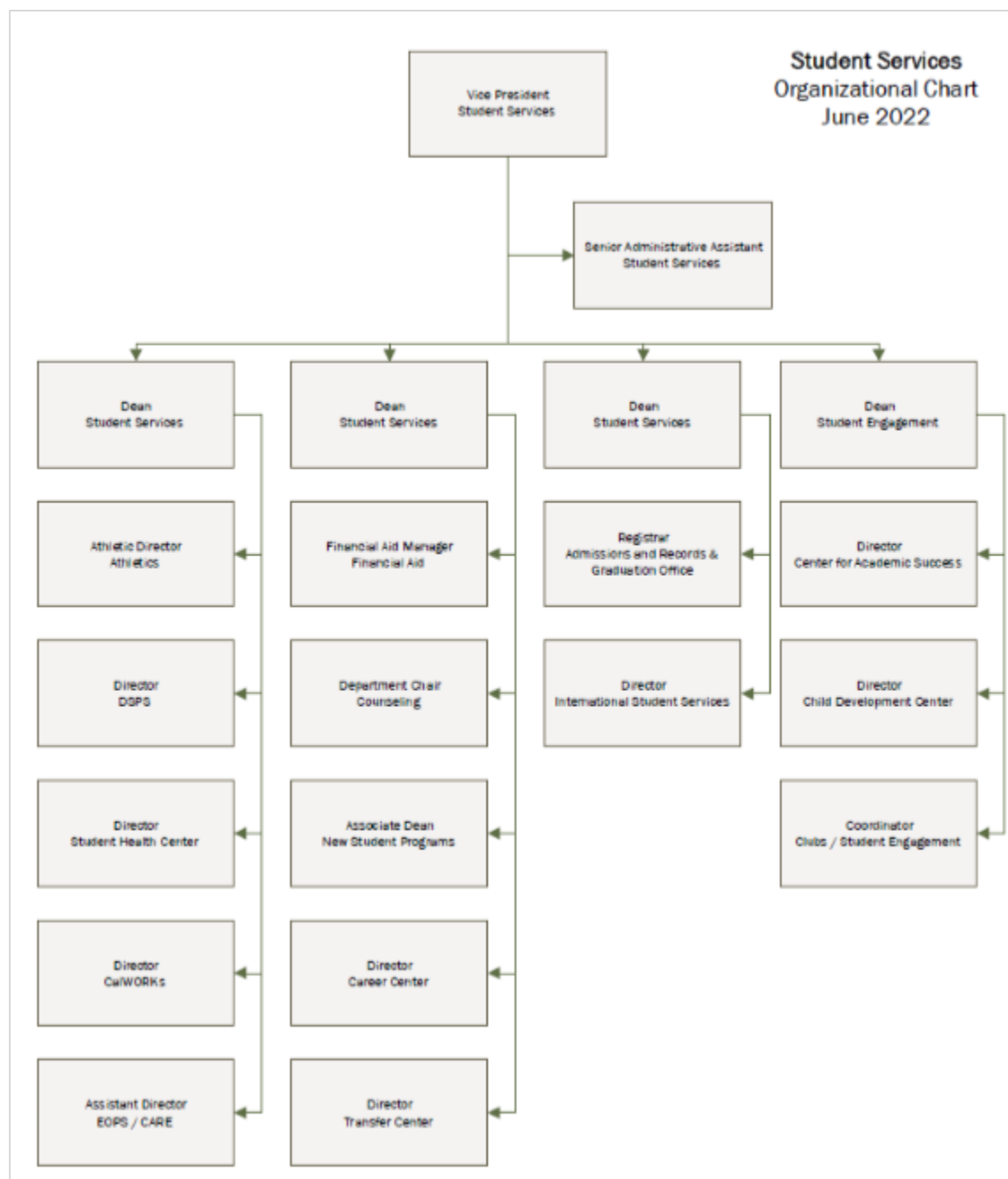
C. Organizational Information











D. 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.

Los Angeles Pierce College (LAPC) is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of The Los Angeles Community College District (LACCD) Board of Trustees recognizes LAPC as one of the nine colleges operating in the District ([ER-01](#)). The Accrediting Commission of Community and Junior Colleges and the Western Association of Schools and Colleges have continuously accredited the College since it received initial accreditation in 1952 ([ER-02](#)). LAPC is currently accredited through 2023 ([ER-03](#)).

Eligibility Requirement 2: Operational Status

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

Los Angeles Pierce College (LAPC) had operated continuously since it was established in 1947. Los Angeles Pierce College (LAPC) has operated continuously since it was established in 1947. During the fall 2021 semester, student headcount was at 17,174. Students are actively pursuing transfer, degrees, and certificates; in fact, these awards increase in number each year, as indicated by the chart below (AA = Associate of Art, AA-T = Associate of Art for Transfer, AS = Associate of Science, AS-T = Associate of Science for Transfer, C = Certificate, CN = Noncredit Certificate, and CS = Skills Certificate).

| Year | AA | AA-T | AS | AS-T | C | CN | CS | Total |
|-------|--------|-------|-----|-------|-------|-----|-----|--------|
| 20-21 | 3,328 | 834 | 110 | 580 | 2,209 | 21 | 66 | 7,148 |
| 19-20 | 3,322 | 776 | 148 | 531 | 2,152 | 129 | 66 | 7,124 |
| 18-19 | 3,059 | 564 | 162 | 443 | 2,040 | 98 | 38 | 6,404 |
| 17-18 | 2,186 | 343 | 164 | 347 | 1,715 | 1 | | 4,756 |
| 16-17 | 1,901 | 231 | 127 | 306 | 1,815 | | | 4,380 |
| Total | 13,796 | 2,748 | 711 | 2,207 | 9,931 | 249 | 170 | 29,812 |

The spring 2021 schedule of classes and the current College Catalog further illustrate the College's continuing operational status ([ER-04](#), [ER-05](#)). Clearly, LAPC is not only operational but also thriving.

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.

In fall 2020, Los Angeles Pierce College (LAPC) offered courses in over 80 disciplines. The College offers 143 degrees, including associate of arts, associate of science, associate degrees for transfer, and certificates of achievement. In COCI, LAPC has 1320 active course.

| TERM | Total # of Courses Offered | # of Degree Applicable Courses | % Degree Applicable Courses |
|-------------|-----------------------------------|---------------------------------------|------------------------------------|
| Fall 2019 | 1561 | 1542 | 99% |
| Fall 2020 | 1425 | 1421 | 100% |
| Fall 2021 | 1470 | 1467 | 100% |

| Year | Unduplicated Headcount | Unduplicated Headcount in Degree Applicable Courses | % in Degree Applicable Courses |
|-------------|-------------------------------|--|---------------------------------------|
| 2019-2020 | 30899 | 28140 | 91% |
| 2020-2021 | 28145 | 26079 | 93% |

All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum as required in Board Policy 4100 and Administrative Procedure 4100 ([ER-06](#), [ER-07](#)). Degrees and certificates consist of a core of required courses in a single field of study allowing for depth of the subject, and students must complete 18 units of general education, providing a breadth of knowledge outside the focused major. As a Guided Pathways College, the use of the Program Mapper encourages students to find a two-year path to complete the 60 to earn a degree or certificate or to transfer to a four-year institution ([ER-08](#)).

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.

As described in Standard IV.B and IV.C, the President of Los Angeles Pierce College (LAPC) is responsible for and maintains the policies, procedures, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the CCCCO, and the laws of California and the United States. LAPC Interim President Ara Aguiar was appointed as CEO on June 2, 2021 by the Board of Trustees, and authority to operate the College and administer board policies is given in AP 2431 ([ER-09](#), [ER-10](#)). Neither the College President nor the District Chancellor serve as chair of the governing board, as the board chair is

elected each year in accordance with Board Rule 2200 Administrative Procedure 2710 ([ER-11](#) [ER-12](#)).

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.

Annual external financial audits by a certified public accountant are conducted of the Los Angeles Community College District (LACCD). Los Angeles Pierce College (LAPC) is not audited as a separate entity ([ER-13](#)). 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 any other public agencies, as required.

An independent firm conducts audits of the Los Angeles Community College District (LACCD) financial aid programs on an annual basis. The most recent audit of the LAPC Program was during the 2020-2021 academic year. The LACCD produces a report called the Basic Financial Statements and Supplemental Information Audit Reports at the end of each audit period ([ER-13](#)).

LAPC default rates fall within the acceptable range. The College's three-year cohort default rates during the last cohort years were under 15 percent. The 2016 cohort defaults were 13.2% percent; in 2017, the default rates were 5% percent; and, in 2018, the cohort default rates were 7.9% percent ([ER-14](#)). Additional information regarding LAPC's compliance with Title IV federal regulations can be found in the College's response to the Policy on Institutional Compliance with Title IV.

Evidence List

- [ER-01](#) LACCD Colleges
- [ER-02](#) Accrediting Action Letter 1956
- [ER-03](#) ACCJC Action Letter 2018
- [ER-04](#) Schedule of Classes 2021
- [ER-05](#) Catalog 2021-2022
- [ER-06](#) BP 4100
- [ER-07](#) AP 4100
- [ER-08](#) Program Mapper
- [ER-09](#) AP 2431
- [ER-10](#) BOT Minutes 6-2021
- [ER-11](#) Board Rule 2200
- [ER-12](#) AP 2710
- [ER-13](#) LACCD Financial Audit Reports
- [ER-14](#) LAPC Default Rate

E. Certification of Continued Institutional Compliance with Commission Policies

Los Angeles Pierce College (LAPC) 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). The Institution has made an appropriate and timely effort to solicit third party comments in advance of the comprehensive evaluation visit.

The accreditation link appears on College's webpage, and this page links to the other accreditation specific webpages. The accreditation main page provides links to previous self-evaluation processes; also, links to reports and letters, such as Substantive change documents and letters from the ACCJC reaffirming accreditation, appear on the accreditation page.

The College announced the evaluation visit and the invitation for third party comments through a variety of ways. First, the self-evaluation report is presented at the Board of Trustees' Institutional Effectiveness and Student Success Committee, where public commentary is part of the process. Also, the LAPC website houses the self-evaluation report for all to read, and anyone is encouraged to provide comments ([C-01](#)).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e). The Institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element, including expectations for course completion and other performance indicators appropriate to the college mission.

Los Angeles Pierce College (LAPC) has defined elements of student achievement and performance, along with expected measures of achievement and performance, across the institution, which are labeled as institution-set standards ([C-02](#)). As detailed in Standard I.B.3, LAPC engages in dialogue to establish the institution-set standards as well as to discuss progress with the standards ([C-03](#), [C-04](#)). Standard I.B.3 and I.B.4 explain the College's analysis of the institution-set standards, and all conversations regarding institution-set standards are public and well documented.

The institution-set standards guide self-evaluation and institutional improvement, evidenced by the College's comprehensive program review process (CPR) and the evaluation of the College plans ([C-05](#), [C-06](#), [C-03](#), [C-07](#)). LAPC values transparency and accountability, and the College identifies and reports on student achievement standards annually to the ACCJC and posts that communication on the College's website ([C-08](#), [C-09](#)).

The College established institution set standards (ISS) for student achievement metrics on course completion, number of certificates and degrees awarded, transfer volume, and course retention ([C-10](#)), and these standards were recently revised in May 2022 ([C-02-ISS2022](#)). These metrics are discussed and approved by the Pierce College Council (PCC), the Educational Planning Committee, and the Academic Senate ([C-03](#), [C-04](#), [C-11](#)).

LAPC's institution-set standards are integrated into the 2017-2021 Strategic Master Plan (SMP) under the category of "Completion" and under the "Student Access and Success Theme" in the 2022-2026 SMP ([C-12](#), [C-13](#)). The assessment of these institution-set standards is available in the Annual Reports filed with the ACCJC; all Annual Reports are clearly published and available to the public via the LAPC website ([C-08](#)). The College's mission is realized through the metrics of the SMP, and therefore, by the metrics set in the institution-set standards.

If the institution did not meet an institution-set standard for student achievement, the matter would be referred to the Academic Senate for discussion and consultation. The Academic Affairs Division as well as the Enrollment Management Committee would intervene in matters related to enrollment and degrees and certificates.

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 Pierce College (LAPC) adheres to the 60 semester unit requirements set forth in Title 5, Section 55063 of the California Code Regulations ([C-14](#)) and in the Los Angeles Community College District (LACCD) Board Policy and Administrative Procedure 4100 ([C-15](#), [C-16](#)). This requirement is also included in the Pierce College 2020-2021 General Catalog. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60-unit minimum requirement. In addition, the General Catalog presents the units required for degrees, transfer, and certificates ([C-17](#)).

The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 ([C-18](#)) and LACCD Administrative Procedure 4020 ([C-19](#)). One credit hour of instruction requires a minimum of 48 hours of study, including lecture, out-of-class work, or laboratory work. At Pierce College, one credit hour is 54 hours of study. For example, one credit hour equates to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week based on an 18-week semester. This time is then adjusted to extend scheduled class time for the 16-week semester. The College does not award credit based on the clock-to-credit hour conversion formula.

The enrollment fee for California residents is set by state legislation, which LAPC follows. All student fees are clearly posted in the General Catalog as well as on the website ([C-20](#), [C-21](#)).

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

Los Angeles Pierce College (LAPC) consistently applies the Los Angeles Community College District's Board Rule and Administrative Regulations regarding transfer of credits. Board Policy 4051 specifies that the District, and therefore the College, only accepts credits from U.S. Regionally Accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation ([C-22](#)). The College does not accept credits from non-accredited institutions. The Administrative Procedures further detail the various types of credit the College accepts. Administrative Procedure 4051 outlines the requirements the College follows to accept coursework from a college outside of the District and presents the requirements the College follows to accept upper-division coursework to meet Associate degree requirements. Administrative Procedure 4235 states the requirements the College follows to accept credit for courses taken at institutions of higher learning outside of the United States and further specifies that the independent transcript evaluation service used must be approved by the California Commission on Teacher ([C-23](#)). Administrative Procedure 4235 also outlines the requirements the College follows to accept military credits, Advanced Placement, International Baccalaureate, CLEP exams and industry credentials that apply to the Associate's degree and general education. All Board Policies and Administrative Procedures are publicly available on the District's Web site, and students are informed via the Counseling Department Web site that they need to meet with a counselor for transcript evaluation ([C-24](#)). Students are also informed about the transfer credit policy in the college catalog ([C-25](#)).

Pierce College faculty, staff, and students also use the Web site Articulation System Stimulating Interinstitutional Student Transfer ([C-26](#)). ASSIST is an online articulation Web site that shows how credits earned at Pierce College transfer to a University of California or a California State University campus. Faculty, staff, and students can get information on how courses apply to general education or major requirements. Articulation agreements with California private and independent colleges and universities as well as some out-of-state universities are posted on the College's Web site ([C-27](#)). In addition, the counselors rely on the Transfer Evaluation System (TES) to review courses for acceptance of credits from institutions outside of the California community college system including regionally-accredited institutions for which there are no established articulation agreements with the College for transfer to the UC and CSU systems ([C-28](#)). TES is the repository for applicability of credits towards Associate Degrees for Transfer, Associate degrees, certificates and prerequisites.

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

Los Angeles Pierce College (LAPC), as stated in the mission statement, aims to provide quality, inclusive, and innovative educational opportunities for students, and the College fulfills this promise by providing distance education (DE) courses and online student services. The College does not offer any correspondence education programs.

LAPC adheres to the Los Angeles Community College District's (LACCD) Administrative Procedure 4105 ([C-29](#)). This procedure outlines the District's commitment to student authentication and security as well as the course approval process, the addendum to the course outline of record (COR), and the instructor contact requirement. All DE courses are taught through the same Learning Management System, Canvas, which provides secure single-sign on and authentication of students.

All courses, regardless of delivery mode, follow the same curriculum process outlined in Administrative Procedures 4020 ([C-19](#)), and all DE classes follow the Course Outline of Record (COR) and student learning outcomes (SLOs). Additionally, faculty follow the collective bargaining agreement, which outlines the expectations that DE classes follow the same requirements as face-to-face classes and outlines that faculty must be trained to teach DE classes ([C-30](#)). The LACCD also issued important guidance regarding DE instruction ([C-31](#), [C-32](#)). Instructors must take two classes to become DE certified, and instructors must follow the instructor-student contact policy, which requires weekly interaction between instructor and student.

The LAPC Distance Education Handbook underscores the College's commitment to providing inclusive, quality, and innovative DE courses as well as outlines the LAPC policies on DE certification and instructor-student interactions ([C-33](#)). To ensure quality online classes, LAPC requires that a faculty member who has not taught a DE class in five years must be re-certified ([C-34](#)). Furthermore, LAPC is an official Peer Online Course Review campus, which was developed by the California Virtual Campus – Online Education Initiative ([C-35](#)). This program encourages and assists faculty to create quality online courses.

The College supports distance education through the LAPC DE office, PierceOnLine, which provides a plethora of online trainings opportunities to keep faculty abreast of new technologies as well as to remind faculty of existing technology options ([C-36](#), [C-37](#), [C-38](#), [C-39](#)). To facilitate growth and maintain excellence, the College ensure that the PierceOnLine office has a qualified staff. The Office has one full-time DE coordinator and two full-time support staff members. The College also invested in five DE specialists as classes were converted from live to online during the COVID pandemic ([C-40](#)).

In addition to offering students online instructional programs and faculty support for online education, the College offers student services and student resources online as well as in-person, as described in II.C.3. Students can access everything from the Financial Aid to Academic Counselors via Cranium Café ([C-41](#)).

Student Complaints

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

As discussed in Standard I.C.2, Los Angeles Pierce College (LAPC) has clear policies and procedures related to discrimination, complaints, and grievances (see the table below). A student can access information about policies and procedures by clicking on the "Students" page and then looking at the list of Student Services ([C-42](#)). Students can also find all District board policies and administrative procedures on the LACCD Board Docs webpage. Please note that

the District is in the process of changing Board Rules into Board Policies and Administrative Procedures.

| | |
|---|----------------------|
| BP 3410 Nondiscrimination | C-43 |
| AP 3410 Nondiscrimination | C-44 |
| AP 5015 Residency Appeals | C-45 |
| AP 5130 Financial Aid Appeals | C-46 |
| BP 5140 Disabled Students Programs and Services | C-47 |
| AP 5140 Disabled Students Programs and Services | C-48 |
| BP 5500 Standards of Student Conduct | C-49 |
| Prohibited Discrimination and Harassment | C-50 |
| AP 5530 Student Rights and Grievances | C-51 |
| AP 4106 Registered Nursing Program Standards | C-52 |

In addition to the public posting of these policies and procedures, students are informed of the policies and procedures via the General Catalog.

| | |
|--|--|
| Discrimination and Harassment Policy | C-53 |
| AP 5130 Appealing financial aid decisions (or appealing any decision by the College) | C-54 , C-55 |
| AP 4106 Registered Nursing Program Standards | C-52 |
| AP 5530 Students Rights and Grievances | C-51 |
| AP 5015 Residency Requirements and Appeals | C-45 , C-56 , C-57 |
| Americans with Disabilities Act (ADA) | C-58 |
| Matriculation Complaint and Challenge Process | C-59 |
| Students Rights and Legal Protection | C-60 , C-61 |

Students needing assistance with the grievance process can contact the ombudsperson as well as a student advocate for support.

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

Los Angeles Pierce College provides accurate and current information to students and the public about its programs as well as policies through the College's General Catalog as well as through the website. Well-qualified and trained faculty and staff procure the information that is posted on the College website as well as the information that is disseminated through the General Catalog. Information regarding the accreditation status of the College is found on the College's Accreditation homepage, which is one click away from the homepage.

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 Pierce College (LAPC) complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and professional development of staff. LAPC was recertified to continue with the US Department of Education (USDE) federal financial aid program in ([C-62](#)). Recertification occurs every five years. The financial aid office conducts compliance requirement checks on an annual basis by following the USDE's Federal Student Aid (FSA) assessment guide. Also, the financial aid office attends regular conferences and training offered by the US Department of Education and financial aid associations to ensure the College complies with Title IV.

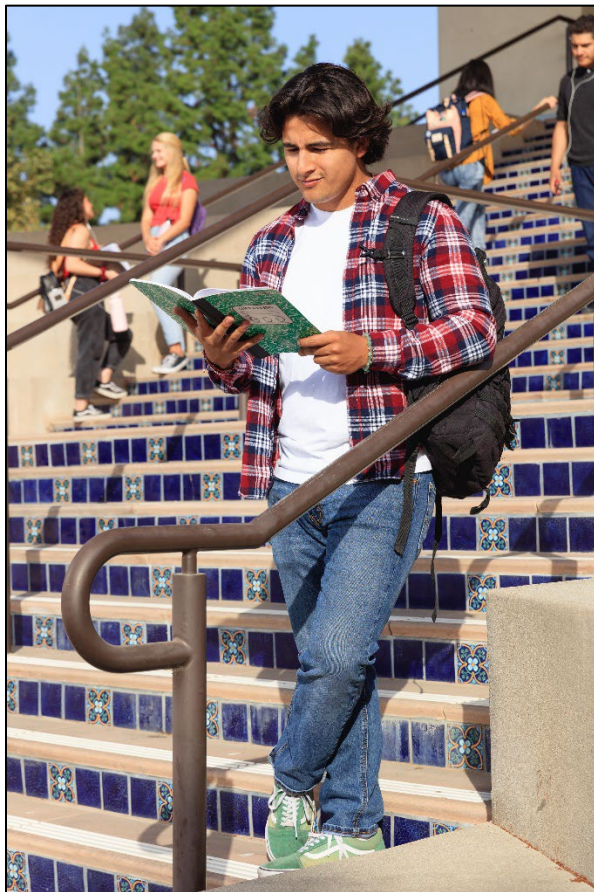
The Los Angeles Community College District (LACCD) is audited on a regular basis to ensure compliance by an independent firm. These audits have confirmed that the College has appropriate structures in place to ensure the integrity of administration, disbursement, and collection of student financial aid programs, as discussed in Standard IIID ([C-63](#)). The institutional student loan default rate is within USDE acceptable range.

Evidence List

[C-01](#) Accreditation Announcements
[C-02](#) Institution Set Standards 2022
[C-03](#) EPC Agenda 5-2022
[C-04](#) Senate PCC Agendas
[C-05](#) CPR-Template
[C-06](#) EMP Scorecard-EPC
[C-07](#) PCC Minutes 9-24-2020
[C-08](#) ACCJC Report 2021
[C-09](#) Annual Reports-Website
[C-10](#) Institution Set Standards 2019
[C-11](#) PCC Agenda 5-2022
[C-12](#) SMP 2017-2021
[C-13](#) SMP 2022-2026
[C-14](#) Title5 Section 55063
[C-15](#) BP 4100
[C-16](#) AP 4100
[C-17](#) Catalog 2021-2022
[C-18](#) California Code Regulations 55002.5
[C-19](#) AP 4020
[C-20](#) Student Fees-Catalog
[C-21](#) Student Fees-Webpage
[C-22](#) AP 4051
[C-23](#) AP 4235
[C-24](#) Counseling-Transfer Evaluation
[C-25](#) Transfer Policy-Catalog

[C-26](#) ASSIST-Webpage
[C-27](#) Transcript Agreement Articulation
[C-28](#) TES
[C-29](#) AP 4105
[C-30](#) AFT 1521-Article 40
[C-31](#) DAS-DE Certification
[C-32](#) DE Regular and Effective Contact Letter
[C-33](#) DE Handbook
[C-34](#) DEITC-Re-Certification
[C-35](#) POCR
[C-36](#) PierceOnLine Canvas Week
[C-37](#) PierceOnLine Welcome Letter
[C-38](#) Workshop Schedule
[C-39](#) Resource Page
[C-40](#) DE Specialists Job
[C-41](#) Online Student Services
[C-42](#) Complaint Process
[C-43](#) BP 3410
[C-44](#) Board Rule-Chapter XV
[C-45](#) AP 5015
[C-46](#) B8 District Procedures
[C-47](#) BP 5140
[C-48](#) AP 5140
[C-49](#) BP 5500
[C-50](#) Prohibited Discrimination
[C-51](#) AP 5530
[C-52](#) AP 4106
[C-53](#) Discrimination Policy
[C-54](#) Financial Aid Appeal
[C-55](#) Appeal Documents
[C-56](#) Residence Requirements
[C-57](#) Residency Questionnaire
[C-58](#) ADA
[C-59](#) Matriculation Complaint
[C-60](#) Student Rights
[C-61](#) Student Grievance
[C-62](#) USDE Eligibility Certification
[C-63](#) Financial Statements 2021

F. Institutional Analysis



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

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

A. Mission

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

Evidence of Meeting the Standard

On June 24, 2021, Los Angeles Pierce College (LAPC) approved a new mission ([IA1-01](#)). The mission statement, values, vision, and goals, which are clearly posted on the LAPC webpage and in the General Catalog, describe the primary purpose of the College and its commitment to students and the community ([IA1-02](#), [IA1-03](#)):

LAPC Mission Statement

Engage. Enrich. Empower.

Los Angeles Pierce College aims to make a positive impact in people's lives by providing quality, inclusive, and innovative academic, technical, and cultural educational opportunities. We are committed to providing caring, equitable services to help our diverse students as well as our local community achieve their goals and thrive in a rapidly changing world.

LAPC Vision Statement

Los Angeles Pierce College is the premiere equity-minded community college in California, where every person is respected, supported, and empowered with empathy.

LAPC Goals

Goal 1: Pierce College will offer excellent, responsive instructional programs to facilitate and improve student learning.

Goal 2: Pierce College will increase opportunities for student access, readiness, retention, and success.

Goal 3: Pierce College will enhance the learning environment to be culturally and pedagogically diverse.

Goal 4: Pierce College will expand the effective use of technology in all areas of the college.

Goal 5: Pierce College will enhance its relationships with the community at large.

Goal 6: Pierce College will establish and maintain fiscal stability.

Goal 7: Pierce College will implement a campus facilities master plan that fully integrates programs, services and budget in support of student learning.

Goal 8: Pierce College will continually refine both its governance and decision processes and its interaction with the district to increase effectiveness and inclusion.

LAPC Values

- **Racial Equity and Social Justice**

We acknowledge the vast inequalities systematically perpetuated within the United States of America, and we are steadfast in our commitment to ensure success for all students, regardless of their background.

- **Quality**

Faculty and staff cultivate a climate of excellence by providing quality instruction, services, facilities, and experiences. Our comprehensive curriculum and support services enable

students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop foundational skills.

- **Constant Growth**

We always seek better ways to serve and innovate. We address the changing needs of our student population in a proactive manner.

- **Student Centered**

- Our practices and decisions are made with students at the forefront of our minds. We empower students.
- Our practices and decisions are made in collaboration with students.
-

- **Student Engagement and Advocacy**

We value student voices; we value their input, their ideas, their feedback, and their desires.

- **Friendly**

We are welcoming and compassionate. People say hello to students and colleagues on campus and in service areas. Our colleagues are approachable and act with respect and collegiality. Our facilities are navigable and attractive, as is our website. We SEE people and operate with a keen awareness of individual needs and stories.

- **Collaborative**

We work together. We break down silos and communicate across areas. Students have a seamless experience. We understand, generally, the roles everyone and every department play. We work together to solve problems.

- **Enrichment of Community**

We provide enriching activities for our Pierce community, which includes our students, staff, and faculty as well as our local and regional community.

- **Passion**

We bring forward our passion for change, for education, and for the community, and we seek to bring forth the passion in our students and our colleagues.

The mission statement, vision statement, values, and goals present the educational opportunities available to the diverse population of students as well as the College's commitment to building a community full of exploration and engagement. The College's mission clearly presents a purpose of making a positive impact on people's lives, as the College aims to provide quality, accessible, and innovation opportunities, and these opportunities illustrate the College's

commitment to student learning and achievement. The services of the College are caring and equitable, which again focus on the importance of creating a safe learning environment where individuals can grow and thrive, and the College describes the types of degrees and other credentials under the value “Quality.”

LAPC is an open-access institution, serving students from diverse cultural backgrounds. In fall 2021, 44.11% of the College’s student were Hispanic, and the College has been designated as a Hispanic serving institution. The Quick Facts datasheet on the Office of Institutional Effectiveness (OIE) Website presents the breakdown of the College’s diverse student population ([IA1-04](#), [IA1-05](#)).

The LAPC mission statement describes the College’s commitment to enriching the lives of its diverse student population as well as the broad community by offering a variety of educational opportunities; it is also in alignment with the mission of the Los Angeles Community College District (LACCD) as put forth in the 2018-2023 LACCD District Strategic Plan ([IA1-06](#)). The new LAPC mission was also instrumental in the shaping of the 2022-2026 LAPC Strategic Master Plan ([IA1-07](#), [IA1-08](#)).

LAPC currently offers 143 degrees and certificates, including Associate in Arts for Transfer Degree (AA-T), Associate in Science for Transfer Degree (AS-T), Associate of Arts (AA), Associate of Science (AS), Certificate of Achievement (C), and Skills Certificate (SC). All degrees and certificates have defined learning outcomes, which are included in the college catalog ([IA1-09](#), [IA1-10](#)). These various degrees and certificates help to serve the diverse population, with varying interests, desires, and goals, and all the degrees and certificates are Distance Education (DE) approved, as indicated in the College’s latest substantive change letter to the ACCJC (Accrediting Commission for Community and Junior Colleges) ([IA1-11](#)).

In addition, LAPC provides its diverse student population a variety of educational opportunities, including the Program for Accelerated College Education (PACE) for working adults, Encore, the College’s program for older adults seeking noncredit education, and the Honors Transfer Program ([IA1-12](#), [IA1-13](#), [IA1-14](#), [IA1-15](#)). The College’s Umoja Program is another strong example of the College’s commitment to helping bridge opportunity gaps and assist students in completing their educational goals ([IA1-16](#)). The robust access to resources illustrates College’s dedication in assisting students as they move toward their individual educational goals ([IA1-17](#)).

Analysis and Evaluation

The College’s mission describes the student population, the educational opportunities, and a commitment to student learning and achievement. The LAPC mission highlights the College’s first priority: students first. LAPC remains committed to providing students with a variety of resources to accomplish their educational goals and to thrive.

- | |
|---|
| 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

The review of the Strategic Master Plan (SMP), as well as other College-wide plans, the review of data through the participatory governance structure, and the College's robust program review process underscore the College's use of data to effectively accomplish the mission and to direct priorities to meet the educational needs of the students. As detailed in I.A.3 and I.B.3, the College's mission, the SMP, and program review are intimately tied to assessing data to continuously improve.

The Strategic Master Plan 2017-2021 (SMP) details four institutional priorities with goals and objectives that are tied to the mission ([IA2-01](#), [IA1-03](#)). The data that correspond to the goals outlined in the SMP are analyzed annually to determine progress in meeting the five-year target metrics ([IA2-02](#), [IA2-03](#)). These metrics are explicitly tied to the mission and to student success. In 2021, the College created a new mission and a new SMP, and the new mission was integral in the development of the new SMP ([IA1-07](#)). The College plans to continue analyzing the metrics set forth in the SMP on an annual basis. The College's mission, old and new, is central to decisions the College makes.

The Educational Planning Committee (EPC) reviews the data related to the Educational Master Plan (EMP), one of the College-wide plans, and this evaluation of the EMP leads to important discussions on goals for student achievement ([IA2-04](#)).

The Enrollment Management Committee monitors the progress of the Plan for Enrollment Management (PEM), another college-wide plan, and the annual updates to PEM illustrate a commitment as well as alignment with the College's mission and meeting the educational needs of students ([IA2-05](#), [IA2-06](#), [IA2-07](#), [IA2-08](#)).

The Office of Institutional Effectiveness (OIE) provides a plethora of data to the College, and these data are used to evaluate the College's efficacy in accomplishing the mission. Committees, departments, and programs use the data provided by the OIE to determine if the College is meeting the needs of students. The OIE manages a website and provides institutional data pertaining to student retention, student success, numbers of degrees and certificates issued, enrollment data, and full-to-part-time faculty ratio. These data are uploaded onto Microsoft Power BI dashboards that can be analyzed by department, course, discipline, and Distance Education (DE) status. The data is also disaggregated by gender and ethnicity to reveal equity gaps ([IA2-09](#), [IA2-10](#), [IA2-11](#)). This widely available data encourages rich discussions across the campus ([IA2-12](#)).

Various participatory governance committees review data to ensure the College is prioritizing the needs of students. For example, the Student Success Committee regularly reviews data to evaluate student performance ([IA2-13](#)). The Distance Education and Instructional Technology

Committee (DEITC) uses the Power BI dashboard to discuss DE data and student success ([IA2-14](#)).

Comprehensive Program Review (CPR) with annual updates also illustrates how departments and programs assess data in relationship to the College's mission. The OIE creates a program learning outcomes data report as well as a comprehensive program review data report that can be accessed directly from the OIE website ([IA2-15](#), [IA2-16](#), [IA2-17](#)). The CPR template specifically requires the program or department to present a data review and discuss how the program aligns with the SMP and the mission ([IA2-18](#), [IA2-19](#), [IA2-20](#), [IA2-21](#)). Based on trends observed from the analysis of this data and other metrics, the departments then make suggestions for improvements that better meet students' needs. Departments also evaluate achievement of previous goals and state goals for the next year, and all goals, short-term as well as long-term, are aligned with the SMP goals and the mission.

Analysis and Evaluation

Los Angeles Pierce College carries out well-established data analysis processes, supported by the OIE. The College's SMP and the ongoing analysis of the SMP goals illustrate the College's commitment to assessing data, the mission, and the needs of students. All CPR goals are directly linked to SMP goals as well as the mission, as evidenced by the direct question on the CPR template. Shared governance committees evaluate data in relationship to student success to move the needle of student achievement.

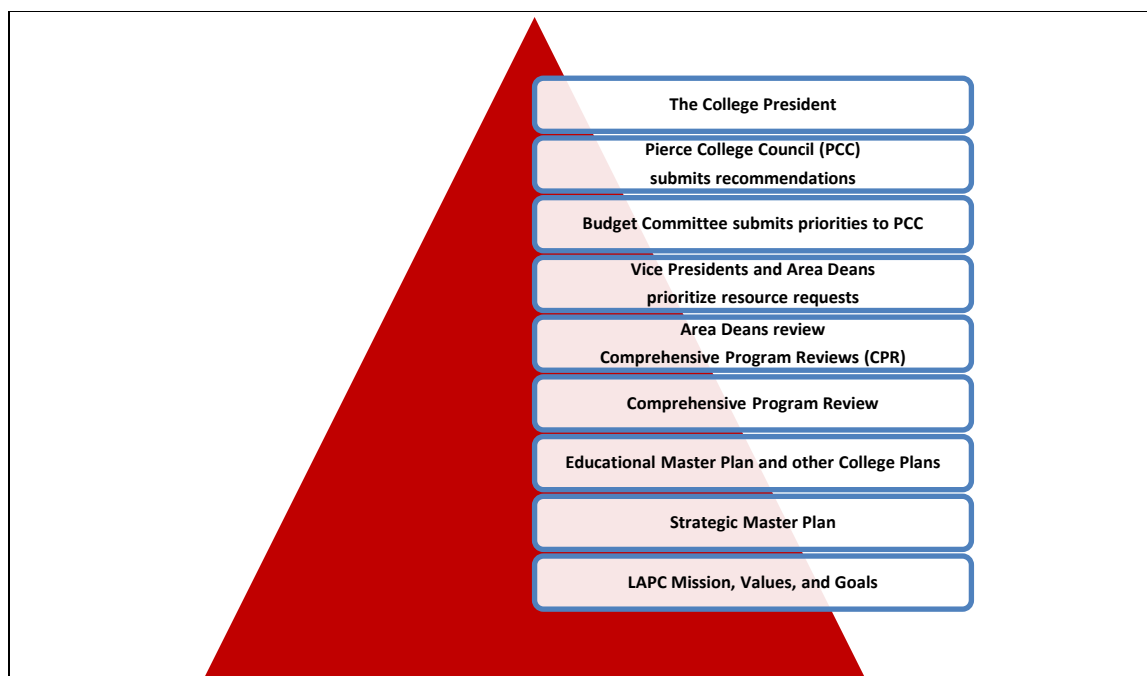
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The Los Angeles Pierce College (LAPC) mission is central to planning, decision-making, and resource allocation across the college. The LAPC program review process best illustrates the College's alignment of the programs and services with the mission, decision making, and resource allocation. Prior to 2020, departments and programs completed the Comprehensive Program Review (CPR) every four years, with Career and Technical Educational Programs completing a CPR every two years ([IA3-01](#), [IA3-02](#), [IA3-03](#), [IA3-04](#)). Every other year, departments in Academic Affairs, Student Services, Administrative Services, and the President's Office submitted an Annual Program Plan (APP), which assessed the CPR goals and established new short-term goals ([IA3-05](#)). Starting in fall 2019, the CPR and APP process was revised. The CPR now becomes the beacon document, with annual updates made to the goals and outcomes; the APP template will no longer be used, and all updates will be made directly to the CRP. Through this program review process, as well as the old program review process, departments and programs request resources needed to meet the unit's goals. Each plan is tied to the mission statement and to the mission-driven strategic goals, as specific questions on these plans require the program to directly align with the mission and the Strategic Master Plan (SMP) [[IA3-06](#)].

| |
|---|
| Comprehensive Program Review with annual updates: |
| <ul style="list-style-type: none"> • Create annual goals aligned with the SMP. |
| <ul style="list-style-type: none"> • Describe how the department/program supports the mission and SMP. |
| <ul style="list-style-type: none"> • Identify major trends, challenges, and opportunities and discuss how this information impacted decision-making. |
| <ul style="list-style-type: none"> • Show the relationship between the program goals, the mission of the College, the SMP, and the impact on student success. |
| <ul style="list-style-type: none"> • Establish long-term goals for the department/discipline/program/unit that are aligned with the College's SMP and Mission Statement. |

Resource allocation is directly tied to the LAPC mission via the resource allocation process. Programs across campus request resources through program review, including personnel, equipment and supplies, maintenance and repairs, technology, and facilities. The College then uses a prioritization pyramid to allocate resources, which rises vertically from programs to the President (see diagram). Programs across campus request resources through program review, where they are required to link these requests to the mission-driven goals of the SMP. In each of the divisions of the College, area deans and supervisors meet with the division leader to prioritize all requests within the division. Next, the prioritized lists are sent to the Budget Committee where a new prioritized list is created and sent to the Pierce College Council (PCC) for discussion. From PCC, the prioritized list is then sent to the College president. The LAPC mission is at the very foundation of this resource allocation pyramid because requests begin with program review, where those requests must be specifically linked to the mission-driven goals in the SMP.



The SMP is LAPC’s guiding document that presents LAPC’s mission-driven goals and objectives. All planning, decision-making, and resource allocation flows from the LAPC Mission Statement to the SMP and then to campus-wide college plans and comprehensive program review. The specific college plans include the Educational Master Plan (EMP), the Facilities Strategic Plan (FSP), the Technology Plan (TP), the plan for Enrollment Management (PEM), the Professional Learning Plan, and the Student Success and Equity Plan ([IA3-07](#), [IA3-08](#), [IA2-05](#), [IA3-09](#), [IA3-10](#), [IA3-11](#)). The loop is closed when these plans are reviewed and when the mission statement is reviewed ([IA2-02](#), [IA2-04](#), [IA3-13](#)). The reviews of plans and the mission also highlight the College’s overall mission to be a student-centered and empowering educational environment, as all faculty, staff, administrators, and students are involved in the evaluation process ([IA3-13](#), [IA3-14](#)).



The SMP provides opportunities for the four divisions of the College to integrate their goals with a larger, overarching college plan. The College’s SMP also aligns with the LACCD Strategic Plan ([IA1-06](#)). The 2017-2021 SMP has four overarching goals: completion, accountability, partnerships, and student success (CAPS). The CAPS model aligns with the College mission to provide “opportunities for access and success” and “achieving [students’] educational, careers, and personal goals” ([IA1-03](#)). To increase awareness and encourage accountability, the SMP goals and objectives are reviewed through an SMP progress report that is presented to the Pierce College Council (PCC) ([IA2-02](#), [IA3-15](#)).

The LAPC SMP review and revision process started in fall 2020 ([IA3-16](#)). A task force was initiated by PCC, and members of this task force include members from academic affairs, administrative services, and student services; faculty, staff, students, and administration are participating in this process ([IA3-17](#), [IA1-03](#), [IA1-07](#)). The development of the 2022-2026 SMP demonstrates how institutional goals are informed by the mission ([IA3-18](#)).

Analysis and Evaluation

LAPC has institutionalized processes for ensuring that its programs and services align with the mission and that the mission guides institutional decision making, planning, and resource allocation. The mission of LAPC is to provide opportunities for access and success, and the plans implemented at the College represent a guidebook to help students on their individual paths to success.

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

Los Angeles Pierce College's (LAPC) mission statement is widely publicized in multiple locations. These locations include the College catalog, the Educational Master Plan, and the College website ([IA1-02](#), [IA3-07](#), [IA1-03](#)). The mission statement is also available for viewing in several physical spaces on campus:

- Conference Room in the College Services Building (Room 2171)
- Hallway in the Student Services Building (Room 48309)
- Information Desk on the First Floor of the Student Services Building
- The President's Office (Room 1908)
- The Office of Academic Affairs (Room 8213)
- The Great Hall (Room 1900)
- The Center for the Sciences (CFS) Faculty Offices (Room 91053)
- The Performing Arts Center
- The Library Entrance
- The Business Office in the College Services Building (Room 2157)
- Business Education Building North Entrance
- Maintenance and Operations Front Office Lobby (Room 4500A)
- The Administrative Services Office (Room 48322)
- The Brahma Café Entrance
- South Gym Lobby
- Child Development Center
- CFS Nursing Lobby Area

The mission, values, and vision underwent another comprehensive review starting in 2020. The Pierce College Council (PCC) established its annual goals during the summer of 2020, and one goal specifically outlined the review of the mission ([IA4-01](#)). A task force was assembled and work on the mission review commenced ([IA4-02](#), [IA3-17](#)). An update to the mission statement was sent to the Academic Senate and to PCC for discussion in the spring of 2021 ([IA4-03](#), [IA4-04](#)). In addition to discussions within the shared governance structure, the mission was also discussed during the writing of the program review process, as departments and programs must address how their plans relate to the College's mission ([IA2-21](#), [IA4-05](#)).

The new mission statement, values, and vision were approved by PCC on June 24, 2021 ([IA4-06](#)), and the LACCD Board of Trustees approved the mission on September 1, 2021 ([IA4-07](#)).

Analysis and Evaluation

The mission statement is widely published and available to the public to see on the internet as well as on the College's campus. The College follows a clear structure of review, as the review

of the mission follows the integrated planning calendar. The mission review embraces broad participation and involves faculty, staff, administrators, and students ([IA4-08](#)). By coupling the review of the mission with the evaluation of the overarching strategic planning plan, the College integrates what is learned through the concluding phases of its Strategic Master Plan while using the updated mission to guide the next integrated planning cycle ([IA4-09](#)).

Conclusions on Standard I.A Mission

Los Angeles Pierce College strongly supports equity, diversity, and inclusion, as evidenced by the College's mission. Not only does the mission itself illustrate the College's commitment to students and their educational journeys, but also the process by which the mission was reviewed and updated signifies how the College cherishes all voices and opinions.

Decision-making, planning, and resource allocation are driven by the mission. The College's new mission helped to shape the formation of the new Strategic Master Plan (SMP), the beacon planning document of the College. For institutional improvement, the College uses data to effectively determine how the College is accomplishing the mission, and this data review is seen through analysis of the SMP and other College plans as well as through the comprehensive program review process. While data reveals the College's accomplishment of the mission, the myriad of programs and services at the College help the students to realize the mission is ultimately about them.

Evidence List

[IA1-01](#) PCC Minutes 6-2021
[IA1-02](#) Mission-Catalog
[IA1-03](#) Mission-Website
[IA1-04](#) LAPC-2020 Profile
[IA1-05](#) OIE-Webpage
[IA1-06](#) LACCD Strategic Plan 2016-2023
[IA1-07](#) SMP Townhall 5-2021
[IA1-08](#) SMP Townhall 4-2022
[IA1-09](#) CD-Catalog
[IA1-10](#) AJ-Catalog
[IA1-11](#) ACCJC-Sub Change Letter
[IA1-12](#) Catalog 2021-2022
[IA1-13](#) PACE-Homepage
[IA1-14](#) Encore-Homepage
[IA1-15](#) Honors-Homepage
[IA1-16](#) Umjoa-Homepage
[IA1-17](#) Student Services-Homepage

[IA2-01](#) SMP 2017-2021
[IA2-02](#) SMP Progress Report 2019
[IA2-03](#) PCC Minutes 12-2019
[IA2-04](#) EPC Agenda 5-2021

[IA2-05](#) PEM 2018-2022
[IA2-06](#) EMC Minutes 3-4-2021
[IA2-07](#) EMC-Completion Data
[IA2-08](#) EMC-Completion-Lifecycle
[IA2-09](#) Psych-PowerBI-2
[IA2-10](#) Psych-PowerBI1
[IA2-11](#) Completion Data 2009-2020
[IA2-12](#) SSC Minutes 5-19-2021
[IA2-13](#) SSC Agenda 5-19-2021
[IA2-14](#) DEITC Agenda4-14-2021
[IA2-15](#) PLO Data Report Site
[IA2-16](#) OIE-Screenshot
[IA2-17](#) CPR Data Dashboard 2020
[IA2-18](#) CPR-Administrative Affairs-Template
[IA2-19](#) CPR-President's Office-Template
[IA2-20](#) CPR-SS-Template
[IA2-21](#) CPR-AA-Template

[IA3-01](#) CPT-CAOT 2020
[IA3-02](#) CPR-ASL 2020
[IA3-03](#) CPR-Performing Arts 2020
[IA3-04](#) CPR-Library 2020
[IA3-05](#) APP Form
[IA3-06](#) SMP 2022-2026
[IA3-07](#) EMP 2018-2022
[IA3-08](#) FAC 2019-2022
[IA3-09](#) TMP 2018-2022
[IA3-10](#) SEA Plan 2019-2022
[IA3-11](#) Professional Learning Plan 2021-2022
[IA3-12](#) PCC Minutes 2-27-2020
[IA3-13](#) Brahma Beat-Mission
[IA3-14](#) Mission Governance Survey
[IA3-15](#) PCC Agenda 12-2019
[IA3-16](#) PCC Minutes 8-2020
[IA3-17](#) PCC Minutes 10-2020
[IA3-18](#) SMP Presentation 10-2021

[IA4-01](#) PCC Minutes 7-23-2020
[IA4-02](#) PCC Minutes 8-20-2020
[IA4-03](#) Senate Minutes 3-22-2021
[IA4-04](#) PCC Minutes 2-25-2021
[IA4-05](#) CPR-English 2020
[IA4-06](#) PCC Minutes 6-24-2021
[IA4-07](#) BOT Approval-Mission
[IA4-08](#) Mission Task Force Zoom
[IA4-09](#) Integrated Planning Calendar

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) demonstrates sustained, substantive, and collegial dialogue through a variety of methods and forums, including the Comprehensive Program Review (CPR) and the committee and participatory governance structure. As documented in the Decision Making and Planning Handbook, the Pierce College Council (PCC) and the Academic Senate are the overarching bodies that facilitate dialogue ([IB1-01](#)). Through these two bodies, recommendations are made to the College president ([IB1-02](#)).

CPR is the beacon document that demonstrates sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Prior to 2020, departments and units summarized information related to outcomes assessment and student achievement in the annual program plans and the comprehensive program review ([IB1-03](#), [IB1-04](#), [IB1-05](#), [IB1-06](#)). Annual program plans were written every year, and the comprehensive program review was completed every four years. To improve the program planning process, the annual program plans and the comprehensive program review were revised. Currently, programs complete the comprehensive program review once every four years while writing annual updates to that plan ([IB1-07](#), [IB1-08](#), [IB1-09](#), [IB1-10](#)). In the CPR, departments and service areas analyze data that may include student learning outcomes, student service outcomes, student achievement data, and student equity data. Department and service members discuss these data and document progress towards their goals and any resulting improvement plans ([IB1-11](#), [IB1-12](#)). This process supports institutional effectiveness and continuous improvement.

Student Outcomes

Ongoing dialogue about outcomes and student equity occur at the department and program level ([IB1-13](#), [IB1-14](#), [IB1-15](#)). As part of the annual planning process, the Office of Institutional Effectiveness (OIE) provides a core dataset to academic departments, including longitudinal data on course success rates and degrees awarded ([IB1-16](#)). The OIE provides student survey results to units in Students Services throughout the year ([IB1-17](#), [IB1-18](#)). Prior to 2020, departments and units summarized information related to outcomes assessment and student achievement in the annual program plans as well as the comprehensive program review. As indicated earlier, the CPR was revised to encourage focused discussion on goals and data. Important data sets, in addition to the core dataset from OIE, are the student learning outcomes course reports, which help to shape and build the CPR narrative ([IB1-19](#), [IB1-20](#), [IB1-21](#)). In addition to the writing of the CPR, ongoing dialogue about outcomes and student equity occur at the department and program level ([IB1-15](#)).

Dialogue about student learning outcomes (SLOs) also occurs within campus committee meetings, particularly in the College Outcomes Committee (COC) a subcommittee of the Academic Senate ([IB1-22](#)). SLOs and Program Learning Outcomes (PLOs) are highlighted at the annual Pierce Assessment Day as well as the Student Services Assessment Day ([IB1-23](#), [IB1-24](#)). Achievement data, including the institution-set standards (ISS), are discussed various participatory governance committees, such as the Educational Planning Committee (EPC), Academic Senate, and PCC meetings ([IB1-25](#), [IB1-26](#), [IB1-27](#)).

Student Equity

A Student Equity and Achievement Program Advisory Committee (SEAPAC) was established to align institutional goals for enhancing student equity and achievement on campus. This committee creates and updates the student equity plan and reports out to various contingency groups, including the Student Success Committee, the Budget Committee, the Academic Senate, and the PCC ([IB1-28](#), [IB1-29](#), [IB1-30](#), [IB1-31](#), [IB1-32](#), [IB1-33](#), [IB1-34](#), [IB1-35](#)).

Student Equity is also a focus of the Ethics Committee, an Academic Senate sub-committee ([IB1-36](#)). The Ethics Committee is committed to discussing student equity in a collegial manner ([IB1-37](#), [IB1-38](#), [IB1-39](#), [IB1-40](#)). The Diversity Committee is another body that underscores the importance of equity and student achievement ([IB1-41](#)). In fact, the Diversity Committee spearheaded the diversity and equity syllabus statement that instructors are encouraged to place into their course syllabi ([IB1-42](#)). To highlight campus activities and strategies that support equity, , the Diversity Committee creates a newsletter for the campus ([IB1-43](#), [IB1-44](#)).

Academic Quality

Faculty members review curricula on a six-year cycle to ensure the course outline of record is current and meets articulation requirements ([IB1-45](#)). Programs are regularly reviewed on the four-year cycle for comprehensive program review. Career and technical education programs are reviewed every two years. To further ensure academic quality, faculty are evaluated at least every three years as described in Article 19, Article 42, and Appendix C of the Agreement 2020-2023 between the Los Angeles Community College District and the Los Angeles College Faculty Guild ([IB1-13](#), [IB1-46](#), [IB1-14](#)).

The Student Success annual conference also highlights the College's commitment to academic excellence. Each year the Student Success Committee (SSC) hosts a spring conference that features student panels where students describe their experiences at LAPC, and breakout rooms where instructors discuss best practices and innovative teaching strategies ([IB1-47](#)). In addition to the annual conference, the SSC leads the College in conversations regarding improving a student's academic experience ([IB1-48](#)).

Institutional Effectiveness

Dialogue about institutional effectiveness centers on the progress the College is making toward achievement of the Strategic Master Plan (SMP). The OIE provides reports to the PCC on the

progress in achieving each of the SMP goals and objectives, and these reports are used in other forums, such as Townhalls, to facilitate collegial dialogue regarding the College's achievement of its metrics ([IB1-49](#), [IB1-50](#), [IB1-51](#), [IB1-52](#)). The OIE also provides guidance to committees on the development of other college plans, including the Technology Master Plan, the Plan for Enrollment Management, the Educational Master Plan, the Facilities Strategic Plan, and the Professional Development Plan ([IB1-53](#), [IB1-54](#), [IB1-55](#), [IB1-56](#), [IB1-57](#)).

All participatory governance committees participate in yearly self-evaluations to be transparent about their effectiveness ([IB1-58](#), [IB1-59](#), [IB1-60](#), [IB1-61](#)). The PCC even implemented workshops to train committee chairs, and to assess a committee's effectiveness, a survey was sent to committee members ([IB1-62](#), [IB1-63](#)). The training workshop as well as the data collected from the surveys illustrate the College's dedication to continuous institutional improvement.

Continuous Improvement of Student Learning and Achievement

As described above, the College engages in ongoing dialogue to improve student learning and achievement. Through the various planning processes, improvement plans are developed and implemented with respect to student learning and achievement. The comprehensive program review process provides a mechanism for departments to report out on plans to improve student learning and achievement. A department's program review goals are mapped to a goal in the SMP to ensure integrated planning between departments and overall College goals ([IB1-64](#)). The College has set specific goals in the SMP to increase overall student achievement, which are regularly reviewed ([IB1-52](#)).

Analysis and Evaluation

The College engages in ongoing dialogue to improve student learning and achievement. The annual assessment of the CPR prompts departments and units to reflect on and discuss data, including looking for trends over time with respect to learning outcomes, student achievement, and student equity. At the institutional level, dialogue takes place through the College's participatory governance committees. The PCC monitors and evaluates the College's progress in achieving the SMP goals. The Office of Institutional Effectiveness provides updates on achievement of the SMP goals.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) assesses student learning outcomes for all instructional programs, student support services, and administrative services. For instructional programs, student learning outcomes are defined at the course level (SLOs), the program level (PLOs), and

the institutional level (ILOs) ([IB2-01](#), [IB2-02](#), [IB2-03](#)). Prior to 2021, student support services identified and assessed student learning outcomes (SLOs) as well as service area outcomes (SAOs) ([IB2-04](#)). To streamline the outcomes process, student support services now define and assess SAOs only ([IB2-05](#)). Administrative services have defined SAOs: note the College uses the software system eLumen to manage all outcomes, and eLumen refers to outcomes as SLOs or CSLOs, not SAOs ([IB2-06](#), [IB2-07](#), [IB2-08](#)).

All academic departments are currently assessing and reporting SLO data for all courses in fall and spring semesters in eLumen ([IB2-09](#), [IB2-10](#), [IB2-11](#)). To ensure high-quality SLO assessment, the College Outcomes Committee (COC), chaired by a faculty Outcomes Coordinator, developed a set of best practices for SLO creation and assessment ([IB2-12](#)). The Outcomes coordinator provides ongoing support to instructional programs, student support services, and administrative services to make the creation and assessment of SLOs, SLOs, and SAOs meaningful ([IB2-13](#), [IB2-14](#), [IB2-15](#), [IB2-16](#)).

All instructional departments have also established four-year cycles of review for all courses and programs ([IB2-17](#), [IB2-18](#), [IB2-19](#), [IB2-20](#)), and ILOs are assessed on a four-year cycle ([IB2-21](#)). Student support services as well as administrative services assess SAOs on a yearly cycle. To ensure accountability, LAPC works to accurately map SLOs to PLOs and ILOs. At least one SLO, for all courses, must be mapped to at least one PLO and one ILO ([IB2-22](#), [IB2-23](#), [IB2-24](#)). As evidenced by the Course Outline of Record (COR), an SLO addendum to the COR requires each SLO be mapped to the appropriate ILO.

The following are evidence of outcomes' definitions, assessments, and analysis:

| Outcomes Defined: | Outcomes Assessed: |
|--|--|
| English 101 COR (IB2-25) | Economics CPR (IB1-11) |
| English 101 Syllabus (IB2-26) | Agriculture Science SLO Assessment (IB2-13) |
| Automotive Service Technology PLO descriptions in General Catalog (IB2-27) | SLO Course Reports (IB2-29 , IB2-30) |
| ASL SLO PLO Map (IB2-23) | Economics PLO Report (IB2-31) |
| ILOs (IB2-28) | Ceramic Design PLO Reflection (IB2-32) |
| | Library CPR (IB1-12) |
| | Parking Services SAO results (IB2-07) |
| | Administrative Services SAO Assessment Survey (IB2-08) |
| | ILO Assessment (IB2-33) |

Analysis and Evaluation

The College defines and assesses learning outcomes in all areas: instructional, student services, and administrative services. Program learning outcomes and institutional learning outcomes are also clearly defined and assessed on a regular cycle. Student learning outcomes are defined through the course outlines of record and syllabi for anyone to see. Program learning outcomes are listed in the general catalog, and eLumen helps to guide the College with clear SLO to ILO mapping. Assessments of outcomes are evidenced through comprehensive program review, course reports, program reports, and program reflections. Student services and administrative

services SAOs are outlined in eLumen as well as through comprehensive program review and assessed via surveys. With the help of the College Outcomes Coordinator, the College monitors completion of all SLOs and SAOs ([IB2-34](#), [IB2-35](#), [IB2-05](#)).

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) engages in dialogue to establish the institution-set standards as well as to discuss progress with the standards. Conversations regarding institution-set standards are public and well documented.

The College has established institution set standards (ISS) for student achievement metrics on course completion, number of certificates and degrees awarded, transfer volume, and course retention ([IB3-01](#)). These 2019 metrics were discussed and approved by the Pierce College Council (PCC) on June 27, 2019 and the Educational Planning Committee (EPC) on December 5, 2018 ([IB3-02](#), [IB3-03](#)). During the writing of this ISER, the College approved new institution-set standards, and these standards were discussed and approved by EPC, the Academic Senate, and PCC ([IB3-04](#), [IB3-05](#), [IB3-06](#), [IB3-07](#)).

LAPC's refreshed 2019 institution-set standards are integrated into the 2017-2022 Strategic Master Plan (SMP) under the category of "Completion," and the assessment of these institution-set standards is available in the Annual Reports filed with the ACCJC; all Annual Reports are clearly published and available to the public via the LAPC website ([IB3-08](#), [IB3-09](#), [IB3-10](#)). During the writing of this ISER, the College created and approved a new SMP and refreshed the institution set standards ([IB3-04](#)). These 2022 institution set standards align with the SMP Theme "Student Success and Access" ([IB3-11](#)). The 2022 institution-set standards include two new student achievement metrics, which are the number of student completions and the average unit completion of associate earners.

LAPC's mission is to provide students with a myriad of educational opportunities, including paths to degrees and certificates as well as the path to transfer. The institutional-set standards provide metrics for completion of both degrees and certificates. The standards also illustrate the College's commitment to student success, as the metrics evaluate course completion and retention. Finally, the standards reflect the transfer rate. All of these standards illustrate the College's commitment to providing students with opportunities to achieve their individual goals ([IB3-12](#)).

In pursuit of continual improvement, the College adopted the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators (FOI) to establish short-term and long-term goals ([IB3-13](#), [IB3-14](#)). These goals were then revised to align with the District Vision for Success, which were approved by the Pierce College Council (PCC) on March 21, 2019 ([IB3-15](#), [IB3-16](#)). The changes from the FOI to Vision for Success, which the College also refers to as Stretch Goals, were discussed and evaluated in various public meetings. These changes were

discussed in the Educational Planning Committee as well as Academic Senate and the Pierce College Council ([IB3-17](#), [IB3-18](#)).

The Office of Institutional Effectiveness presents SMP updates to the Pierce College Council, as the SMP goals do reflect the institution set standards ([IB3-19](#), [IB1-52](#), [IB1-51](#)). This information highlights the progress of the institution-set standards and is presented to all the constituency groups, as PCC represents all members of the campus community ([IB3-20](#)).

The evaluation of the institution-set standards at the program level is best illustrated through Program Review. The data of the standards is provided to academic programs as part of their Comprehensive Program Review CPR ([IB1-11](#), [IB1-12](#)). In 2020, the program review process was changed. Previously, programs completed a comprehensive program review once every four years while completing a separate annual program plan with one-year goals in subsequent years. Currently, the comprehensive program review (CPR) is completed every four years. The CPR outlines a program or department's long-term goals as well as short-term goals, and in the subsequent three years, the programs and departments analyze their progress toward their long-term goals and update their short-term goals. The comprehensive program review prompts departments to review any metrics related to the SMP for that program and establish goals to increase these rates. Programs must also discuss metrics specifically related to the institution-set standards ([IB3-21](#)). The program review process encourages continuous program improvement while assessing data driven results.

The EPC, a sub-committee of the Academic Senate, reviews achievement data through its evaluation of the Educational Master Plan as well as through discussions of the institution-set standards ([IB3-05](#)). EPC then reports its findings to the Academic Senate for broad community discussion ([IB3-06](#)).

Analysis and Evaluation

LAPC engages in dialogue regarding the institution-set standards. The standards and the College's progress with these standards are published and made public through the LAPC webpage as well as through public meetings ([IB3-22](#)). Through comprehensive program review, programs use the data from the institution-set standards as a basis for program improvement.

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

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) uses assessment data and organizes College processes to improve student learning as well as student achievement. Assessment data is integrated in College processes, such as through the Comprehensive Program Review process, the student learning outcomes assessment, the development of the 2022 Strategic Master Plan, and the collegial discussions held throughout College forums.

As outlined in Standard I.B.1 and I.A.3, the LAPC Comprehensive Program Review (CPR) process requires departments and programs to use assessment data as a means of improvement and reflection. Data on student achievement is integral to the program review process, as departments and programs must analyze data trends, such as student success, retention, and degrees and certificates. Departments and programs must also reflect on student learning outcomes as well as program learning outcomes during the CPR process ([IB1-06](#), [IB4-01](#), [IB1-11](#)).

LAPC has created a robust process of defining and assessing student learning outcomes data, which is described in I.B.2. All areas of the College evaluate student learning outcomes (SLOs) or service area outcomes (SAOs), and these evaluations occur on a regular cycle. Programs have clearly presented program learning outcomes (PLOs), and the College has institutional learning outcomes (ILOs). As with the SLOs and SAOs, the PLOs and ILOs are assessed on a fixed cycle ([IB2-03](#)). The review of the outcomes data, which is discussed through the participatory governance structure, is used to improve courses, programs, departments, service areas, and even the institution as a whole so that the College can help students learn and achieve ([IB1-13](#)[IB4-02](#), [IB4-03](#), [IB4-04](#), [IB4-05](#), [IB4-06](#), [IB4-07](#), [IB4-08](#), [IB4-09](#), [IB4-10](#)).

The development of the 2022 Strategic Master Plan (SMP), the plan that guides all other institutional plans, illustrates the College's commitment to using and assessing data to support student learning and student achievement. To create the SMP, the College organized public Townhalls to discuss the assessment of data so that all constituency groups were aware of the College's progress with student achievement ([IB1-50](#), [IB4-11](#)). This data facilitated impactful discussions about where the College is headed in relationship to student learning and student achievement. The 2017-2021 SMP goals were regularly evaluated, and this information was shared through the participatory governance structure ([IB1-52](#)). Other College plans, including the Educational Master Plan, review and evaluate assessment data to improve student learning and achievement ([IB3-05](#), [IB4-12](#)).

The participatory governance committees embed discussions of student learning and achievement to improve the student experience ([IB4-13](#)), and to further organize institutional processes to support student learning and student achievement, the College utilizes the expertise of the Student Equity and Achievement Program Advisory Committee (SEAPAC) ([IB1-28](#), [IB4-14](#), [IB1-30](#)). SEAPAC is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact, and to further student achievement, all Equity funded projects must complete the SEA rubric, which evaluates a program's goals ([IB4-15](#)).

To make outcomes and data meaningful, the College holds assessment days to provide assessment training to the campus community. In 2018, 2019, 2021 assessment day activities promoted outcomes creation, assessment, and analysis ([IB1-23](#), [IB2-14](#), [IB4-16](#)). These interactive professional development opportunities allowed the members of the campus to learn how to use assessment data to improve courses, programs, and areas. ILO and PLO, and SLO assessment, as well as mapping, were discussed at the assessment workshops. In April 2021, Faculty and staff were provided with explicit instructions on how to analyze aggregate SLO data

within their courses, programs, and areas to make changes that lead to improvements in student success ([IB2-15](#)).

Analysis and Evaluation

The College has implemented processes that use assessment data to improve student learning and student achievement. Comprehensive Program Review and the outcomes assessment process illustrate strong institutional structures. The Strategic Master Plan, and other College plans, also underscore the College's use of assessment data to improve student success. Also, the College organizes assessment training to further the discussion of outcomes assessment and analysis.

Institutional Effectiveness

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

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) assesses accomplishments of its mission through comprehensive program review. In 2020, the program review process was updated, and this update called for a redesign of the comprehensive program review template. The new template asks specific questions that help a program evaluate goals and objectives, student learning outcomes, and student achievement ([IB1-12](#), [IB3-21](#)). Programs from academic affairs, student services, and administrative services complete the thorough review once every four years; programs, then, update and evaluate their progress with their goals every subsequent year. This process requires analysis of data to assess a program's effectiveness, and this analysis, as guided by specific questions in the template, directly reflects a program's accomplishments toward the College's mission. Quantitative data is provided for instructional programs in areas including enrollment, retention, and success, and this data is available via the Office of Institutional Effectiveness' (OIE) webpage ([IB5-01](#)). Administrative and student service areas conduct qualitative surveys to assess their SAOs ([IB2-06](#), [IB5-02](#), [IB5-03](#), [IB5-04](#)).

The Office of Institutional Effectiveness (OIE) provides training to programs so that they know how to access and assess quantitative and qualitative data. On the OIE webpage, programs can access the disaggregated data to complete their reports ([IB5-05](#), [IB5-06](#), [IB5-07](#)).

As discussed in I.B.3, the OIE provides status reports on the College's progress toward achieving the goals and objectives of the Strategic Master Plan (SMP) ([IB1-52](#), [IB3-19](#)). The goals of the SMP support the mission of the College, thereby providing a measurable assessment of the mission.

Analysis and Evaluation

The comprehensive program review process is an integral part of the College planning process. Programs must link goals to the SMP, discuss data trends, challenges, and opportunities, as well as set long term goals. The OIE provides training and special office hours to help guide programs in understanding, evaluating, and assessing the quantitative and qualitative data.

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

As a part of the assessment of Institutional Learning Outcomes (ILO) and Program Learning Outcomes (PLO), as well as each department's Comprehensive Program Review (CPR), the Office of Institutional effectiveness (OIE) provides disaggregated data for PLO performance and achievement by gender and ethnicity.

As a part of ILO assessment, disaggregated SLO performance data, organized by ILO, was provided to the ILO assessment task force ([IB6-01](#)). The College, through the College Outcomes Committee (COC), has assessed all seven ILOs using this disaggregated data ([IB6-02](#)). Each assessment report includes an examination of disaggregated SLO data for all the above listed subpopulations. These data were analyzed to identify statistically significant discrepancies in learning outcomes among these groups of students. These reports all included an improvement plan to increase student achievement for the respective learning outcome. As detailed in the improvement plan, the College identified strategies to improve the performance gaps, which included increasing professional development opportunities ([IB6-03](#), [IB6-04](#), [IB6-05](#), [IB6-06](#)). As the College progresses through its next four-year cycle of ILO assessment, prior improvement plans will be addressed as subsequent reports are created and reviewed.

As a part of PLO assessment, disaggregated SLO performance data, organized by all programs' PLOs, is organized and summarized using a static Power BI database accessible by all faculty ([IB6-07](#), [IB6-08](#), [IB6-09](#)). This database is updated yearly to allow analysis of PLO performance trends over time. All departments have established four-year cycles of review for all programs ([IB6-10](#)). Program assessment questions for PLOs were developed and approved by the COC to facilitate program assessment ([IB2-19](#), [IB6-11](#), [IB2-31](#), [IB6-12](#), [IB6-13](#), [IB6-14](#)). These questions include analysis of the disaggregated performance and plans for improvement, based on that data. As of May 2021, 85% of the scheduled PLO assessments for the 2016-2020 assessment period have been completed ([IB6-15](#)). Strategies for program improvement evolve out of the PLO reports, and these strategies are implemented ([IB2-09](#)). As the College progresses through its next four-year cycle of PLO assessment, prior improvement plans will be evaluated, as subsequent reports are created and reviewed.

As stated in I.B.4, the Student Equity and Achievement Program Advisory Committee (SEAPAC) aims to foster activities that advance the achievement of student outcomes among those population groups experiencing disproportionate impact. The SEAPAC analyzes outcomes

data, and the SEAPAC program rubric encourages programs to reflect on opportunity gaps and how the program can aid students ([IB4-14](#), [IB1-30](#), [IB4-15](#)).

To further mitigate equity gaps that are identified through the disaggregation and analysis of learning outcomes, LAPC develops a robust professional development schedule for employees. Opportunities such as the cultural curriculum audit and one book one campus encourage the campus to discuss important equity themes ([IB6-04](#), [IB6-16](#)). Each year the College hosts the fall Opening Day Convocation and the Student Success Conference, which provides valuable resources to faculty, staff, and administrators ([IB6-17](#), [IB6-18](#), [IB6-19](#)). All professional development opportunities are evaluated for efficacy so that the College can continue to create more educational opportunities in mitigating equity gaps ([IB6-20](#)).

Analysis and Evaluation

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The College uses its ILO and PLO assessment as a means to improve, and strategies for improvement are initiated to address performance gaps. Professional development events are developed as a means of mitigating equity gaps.

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

The College evaluates its practices across all areas of the College through a variety of mechanisms. Comprehensive Program Review (CPR) provides a means for all areas to review the learning or service outcomes, identify resource needs, set short-term as well as long term goals, and evaluate achievement of prior year goals. The CPR templates for the instructional areas, student services, and administrative services are revised through the Educational Planning Committee (EPC) and approved by the Academic Senate ([IB7-01](#), [IB7-01](#)). The CPR process is evaluated prior to the start of a new cycle, as indicated by the integrated planning calendar ([IB7-03](#)).

The integrated planning calendar also shows the timeline for regularly evaluating the other major plans of the College, such as the Strategic Master Plan. The Strategic Master Plan update and review process began in 2020, and this process includes participation from all constituency groups ([IB7-04](#), [IB4-11](#), [IB7-05](#)). An evaluation of the Strategic Master Plan's goals is presented to PCC to ensure the College is working toward supporting its mission and student success ([IB1-52](#)).

In addition to the CPR and the evaluation of master plans, each Academic Senate Committee as well as each Pierce College Council (PCC) committee must complete a self-evaluation. During the committee self-evaluation process, committees must address changes in membership, must

list meetings held, must describe progress on achieving prior year goals, and must set goals for the following year ([IB1-59](#), [IB1-61](#)). The Office of Institutional Effectiveness (OIE) creates dashboards to illustrate committee self-evaluation results, and these results are shared at the Academic Senate and PCC ([IB7-06](#), [IB7-07](#), [IB7-08](#), [IB7-09](#)).

During the writing of this ISER, the College began evaluating the validation process for the committees. Prior to 2022, the OIE validated each committee's self-evaluation. During spring 2022, the EPC instituted a new process of validation; members of the EPC will now validate the committees' evaluations ([IB7-10](#)). The PCC chairs now meet with each committee chair/chairs to review the validations, and the PCC is discussing suggestions for other validation procedures at the May, 2022 meeting ([IB3-07](#)).

Resources requests are made through the CPR process. Programs and Departments complete the CPRs through eLumen, and the template asks Programs and Departments to align resource requests with Program/Department goals and SMP goals ([IB7-11](#), [IB1-64](#)). A resource priority list is made and presented to the Budget Committee ([IB7-12](#), [IB7-13](#)).

The overall College governance process is evaluated through a variety of methods, such as committee self-evaluations and comprehensive program review, as explained earlier. Surveys are another tool used to assess the governance process. The results of the survey are presented to PCC so that all the constituency groups can participate in a discussion of the results ([IB7-14](#), [IB7-15](#)).

Analysis and Evaluation

The College has a long-standing tradition of reviewing its practices across all areas. Through regular self-evaluation processes such as comprehensive program review and committee self-evaluations, the College has a solid foundation to build on as needed. The College also follows the clearly outlined integrated planning calendar so that all plans are reviewed, updated, and aligned with other plans and the mission statement. The review of the mission leads the planning cycle, as the mission guides all the other plans and evaluations of the College policies and procedures.

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

Los Angeles Pierce College (LAPC) broadly communicates results of assessments and evaluations as well as the College's strengths and weaknesses. Newsletters, participatory

governance committees, and the LAPC website update the community on the College's achievements as well as the College's goals.

Weekly newsletters, called the "Brahma Beat," share important information with the broad campus community. These newsletters allow areas to boast about their successes and highlight important student achievements ([IB8-01](#)). The President's Office also disseminates the "Accreditation News" newsletter to educate the campus on accreditation related topics, which highlight the College's priorities ([IB8-02](#), [IB8-03](#)).

The College Outcomes Committee (COC), led by the Faculty Outcomes Coordinator (FOC), has worked to foster authentic assessment, align the assessment process, and communicate College outcomes to the campus. The FOC regularly updates the Academic Senate and other participatory governance committees ([IB8-041](#), [IB8-05](#)). In the reports to the Academic Senate, the Coordinator outlines the dialogue and decisions made in the COC. When a formal decision is made by the COC, the Coordinator brings the decision in the form of a Notice Motion Proposal (NMP) to the Academic Senate. Broad discussion ensues the week that the NMP is brought to the Senate ([IB8-06](#), [IB8-07](#)). After discussion and reflection, the NMP is moved forward to the Senate for a vote, which illustrates cross campus participation in the outcomes process.

To promote conversation and reflection regarding outcomes, the College holds assessment days to provide assessment training to the campus community commencing January 2018 ([IB8-08](#)). Pierce Assessment Days were held in 2018, 2019, 2021, and 2022. In Spring 2020, the PAD was scheduled but was canceled due to Covid-19. These interactive professional development opportunities allowed the members of the campus to participate in conversation related to all outcomes ([IB2-14_AssessDayFlyer](#), [IB1-23_PAD2019](#), [IB2-15_AssessDayPres2021](#)). ILO and PLO assessment, as well as mapping, were discussed at the assessment workshops. Faculty and staff were also provided with explicit instruction and support to accurately map CSLOs to PLOs and ILOs to ensure accuracy ([IB8-09](#)).

The College defines and assesses Institutional Learning Outcomes (ILOs), and in the ILOs, along with their assessments, are publicly available via the LAPC website. Each assessment report includes an improvement plan to increase student achievement of the respective learning outcome. These reports and plans for improvement were then shared with the faculty senate and the larger campus community through the COC website ([IB8-10](#), [IB8-11](#), [IB8-12](#), [IB6-01](#)).

The Office of Institutional Effectiveness (OIE) publicly posts a plethora of data, such as disaggregated PLO assessment data through Power BI and program specific achievement data that aids in the development of the Comprehensive Program Reviews ([IB6-07](#), [IB8-13](#)). Finally, the OIE website also publishes the results of surveys so that the College can see its strengths and weaknesses ([IB8-14](#), [IB8-15](#)).

Course-level assessment data summaries are available to SLO and department coordinators. The coordinators work with the faculty in their departments to complete program and course reports on a four-year timeline (timeline), summarizing SLO performance and making strategic plans for the future. These reports are then available to each department in eLumen to reference ([IB8-16](#), [IB8-17](#), [IB8-18](#)).

Analysis and Evaluation

The College delivers results of assessments and evaluations via newsletters, the website, and participatory governance committees. Communication is transparent and thorough, and the College encourages broad discussion so that the campus can reflect on the data and create plans for improvement.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) participates in continuous and systematic evaluation and planning, and these plans are integrated into the fabric of the institution. The College's integrated planning calendar, the major College plans, Comprehensive Program Review, and resource allocation process illustrate a commitment to the mission and to continuous improvement.

The College's integrated planning calendar outlines the formal cycle of review for the mission, the major College plans, such as the Strategic Master Plan (SMP) and the Educational Master Plan (EMP), and the program review for departments and programs ([IB7-03](#)). As stated in the integrated planning calendar and in I.B.4, the mission and the SMP underwent reviews in 2021, which has led to new and improved plans ([IB9-01](#), [IB9-02](#), [IB9-03](#), [IB3-12](#)).

As described in I.A.3, LAPC engages in a thorough program review process. The Comprehensive Program Review (CPR), submitted by all departments and programs, involves addressing short-term and long-term goals as well as resource requests, including resource requests for staff and technology. As evidenced in the CPR template, departments and programs must align with the SMP and the mission of the College, and the resource allocation process originates in CPR, which leads to institutional improvement. The resource allocation process is explained in IA.3 ([IB9-05](#), [IB9-06](#), [IB9-07](#), [IB9-08](#)).

The College participates in continuous evaluation, as evidenced by campus-wide surveys and Townhalls ([IB9-01](#), [IB9-02](#), [IB9-03](#)). College evaluations and assessments are further discussed in I.B.6, I.B.7, and I.B.8.

Analysis and Evaluation

The College's integrated planning calendar clearly presents the College's systematic schedule for evaluation and planning. Comprehensive Program Review and the College's assessment practices highlight clear processes that inform decision making and that align with the mission.

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

Los Angeles Pierce College is committed to continuous academic improvement and institutional effectiveness. The College participates in collegial dialogue regarding outcomes, student equity, and academic quality through the participatory governance structure as well as through ample professional development opportunities. The College defines and assesses student learning outcomes (SLOs), service area outcomes (SAOs), as well as institutional learning outcomes (ILOs), and the College continually aims to improve the outcomes process, as evidenced by the change of student learning outcomes to service area outcomes for student services. The analysis of SLOs and SAOs are evident in the comprehensive program reviews with annual updates, which illustrates the connection between planning, outcomes assessment, and the mission. The College's Institution-set Standards also guide the College toward accomplishment of the mission. The College's integrated planning calendar outlines the College's systematic evaluation of major plans, and these plans, as well as the data yielded from these plans, are regularly reviewed and disseminated to the College. LAPC recognizes the need to strengthen I.B.5, I.B.6, and I.B.9 to better align program review, integrated planning, and resource allocation. See the chart below.

Plans Arising from the Self Evaluation Process

| Standard | Change, Improvement, and Innovation | College Lead(s) and Venues | Timeline | Outcome and Status |
|----------|--|--|-----------------------|---|
| I.B.5 | Develop a Program Review validation process and strengthen the Program Review and SMP alignment. | Senior staff and Participatory Governance Committees | Fall 2022-Spring 2023 | Program Review validation process. Program Review/SMP alignment and outcomes assessment. |
| I.B.6 | Update SLO assessment tools and evaluations of assessments. Evaluate alignment and assessment of SLOs, PLOs, and ILOs. Evaluate the assessment of course | Participatory Governance Committees | Fall 2022 -Ongoing | Complete evaluation of outcomes assessment strategies. |

| | | | | |
|-------|---|--|-----------|--|
| | reports and program learning outcomes. | | | |
| I.B.9 | <p>Evaluate resource allocation process.</p> <p>Integrate the planning and resource allocation processes.</p> <p>Better integrate learning outcomes assessments into integrated planning.</p> | Senior staff and participatory governance committees | Fall 2022 | <p>Identify and implement identified improvements to the resource allocation process.</p> <p>Transparent and timely communication.</p> |

Evidence List

[IB1-01](#) DMH 2021
[IB1-02](#) Senate Minutes 2-22-2022
[IB1-03](#) CPR-AA-Template
[IB1-04](#) APP Template 2019
[IB1-05](#) Psychology APP 2018-2019
[IB1-06](#) CPR-Philosophy 2020
[IB1-07](#) CPR-CAOT-2020
[IB1-08](#) CPR-ASL-2020
[IB1-09](#) Performing Arts-2020
[IB1-10](#) English-2020
[IB1-11](#) CPR-Econ-2020
[IB1-12](#) CPR-Library-2020
[IB1-13](#) English Dept SLO Meeting
[IB1-14](#) EDIT Agendas
[IB1-15](#) EDIT Meeting Notes
[IB1-16](#) OIE Awards Data
[IB1-17](#) District Student Surveys
[IB1-18](#) LAPC Student Survey Results
[IB1-19](#) History Course Reports
[IB1-20](#) Spanish Course Reports
[IB1-21](#) Auto Course Reports

[IB1-22](#) COC Minutes 10-2019
[IB1-23](#) PAD 2019
[IB1-24](#) Student Services Assessment Day 2019
[IB1-25](#) PCC Minutes 6-2019
[IB1-26](#) EPC Minutes 5-4-2022
[IB1-27](#) Senate Agenda 5-9-2022
[IB1-28](#) SEA Charter 2020
[IB1-29](#) SEA Plan 2019
[IB1-30](#) SEAPAC Agenda 9-2020
[IB1-31](#) Senate Minutes 5-10-2021
[IB1-32](#) SSC Minutes 11-2021
[IB1-33](#) SSC Minutes 1-2022
[IB1-34](#) BC Minutes 11-2019
[IB1-35](#) PCC Minutes 2-2021
[IB1-36](#) PEC-Charter2022
[IB1-37](#) PEC Minutes 9-2017
[IB1-38](#) PEC Minutes 4-2019
[IB1-39](#) PEC Minutes 2-2019
[IB1-40](#) PEC Minutes 9-2020
[IB1-41](#) Diversity Charter 2021
[IB1-42](#) DEI Statement Syllabus
[IB1-43](#) Diversity Newsletter 2021
[IB1-44](#) Diversity Newsletter 2020
[IB1-45](#) AP 4020
[IB1-46](#) AFT-CBA-Article 19
[IB1-47](#) SSC Docs
[IB1-48](#) SSC Minutes 2021
[IB1-49](#) SMP Townhall 10-2021
[IB1-50](#) SMP Townhall 4-2021
[IB1-51](#) PCC Minutes 12-2019
[IB1-52](#) SMP Progress Report 2019
[IB1-53](#) EMP 2018-2022
[IB1-54](#) FMP 2018-2022
[IB1-55](#) PEM 2018-2022
[IB1-56](#) Professional Learning Plan 21-22
[IB1-57](#) TMP 2018-2022
[IB1-58](#) TC Self Eval 2020-2021
[IB1-59](#) EMC Self Eval 2020-2021
[IB1-60](#) FPPC Self Eval 2020-2021
[IB1-61](#) EPC Self Eval 2020-2021
[IB1-62](#) PCC Committee Training 2021
[IB1-63](#) EMC Survey Results
[IB1-64](#) Math CPR-SMP Goals 2021

[IB2-01](#) CD-SLO-PLO-2021
[IB2-02](#) ILOs-Catalog

[IB2-03](#) COC Handbook 2021
[IB2-04](#) Student Services Outcomes List 2021
[IB2-05](#) SAO Planning Student Services
[IB2-06](#) Admin Services SAOs
[IB2-07](#) Parking Services SAO Results
[IB2-08](#) Campus Services Survey Results
[IB2-09](#) PLO Reflection Examples
[IB2-10](#) CAOT-Assess Planner
[IB2-11](#) Bio3-Assess Planner
[IB2-12](#) Outcomes Best Practices
[IB2-13](#) Agriculture Science-Assessments
[IB2-14](#) Assessment Day Flyer
[IB2-15](#) Assessment Day Presentation 2021
[IB2-16](#) Student Services Assessment Day 2022
[IB2-17](#) CAOT CR Timeline
[IB2-18](#) Performing Art-CR Timeline
[IB2-19](#) PLO Reflection Geography
[IB2-20](#) ML-PLO Timeline
[IB2-21](#) ILOs Assessment Report
[IB2-22](#) Mapping Guide
[IB2-23](#) Arch Tech AA-PLO-SLO Map
[IB2-24](#) ASLAA-PLO-SLO Map
[IB2-25](#) COR-English 101
[IB2-26](#) English 101 Syllabus
[IB2-27](#) Auto PLO Description
[IB2-28](#) ILOs-Catalog
[IB2-29](#) SLO Course Report-Psych
[IB2-30](#) SLO Course Reports-Plant Science
[IB2-31](#) Econ-PLO Report
[IB2-32](#) Ceramics-PLO Report
[IB2-33](#) ILO3 Report
[IB2-34](#) SLO Stats 2021
[IB2-35](#) SLO Reminder Email 2022

[IB3-01](#) Institution Set Standards 2019
[IB3-02](#) EPC Minutes 12-2018
[IB3-03](#) PCC Minutes 6-2019
[IB3-04](#) Institution Set Standards 2022
[IB3-05](#) EPC Minutes 5-4-2022
[IB3-06](#) Senate Minutes 5-2022
[IB3-07](#) PCC Agenda 5-2022
[IB3-08](#) SMP 2017-2021
[IB3-09](#) ACCJC Annual Report 2019
[IB3-10](#) ACCJC Annual Report 2021
[IB3-11](#) SMP 2022-2026
[IB3-12](#) Mission-Website

[IB3-13](#) PCC Accountability Form
[IB3-14](#) IEPI-FOI-Year3
[IB3-15](#) Vision For Success Goals
[IB3-16](#) PCC Vision For Success Approval
[IB3-17](#) EPC Minutes 3-2019
[IB3-18](#) Senate Vision For Success Approval
[IB3-19](#) PCC Agenda 12-2019
[IB3-20](#) PCC Charter 2020
[IB3-21](#) CPR-Transfer Center-2020
[IB3-22](#) OEI Webpage-Documents

[IB4-01](#) CPR-Political Science-2020
[IB4-02](#) English Department Newsletter
[IB4-03](#) COC Agenda5 -2020
[IB4-04](#) eLumen Scorecard-Psychology 66
[IB4-05](#) eLumen Scorecard-Statistics 101
[IB4-06](#) Course Report English 102
[IB4-07](#) Course Report Chemistry 101
[IB4-08](#) PLO Reflection-Computer Science
[IB4-09](#) PLO Reflection-Child Development
[IB4-10](#) PLO Reflection-Spanish
[IB4-11](#) SMP Townhall 5-2021
[IB4-12](#) EPC Minutes 11-2020
[IB4-13](#) SSC Minutes 5-2020
[IB4-14](#) SEAPAC Agenda 8-2020
[IB4-15](#) SEAPAC Metrics Rubric
[IB4-16](#) COC Minutes 10-2019

[IB5-01](#) OIE-Enrollment Dashboard
[IB5-02](#) CAS-SAO Survey
[IB5-03](#) Brahma Pantry-SAO Survey
[IB5-04](#) Career Center-SAO Survey
[IB5-05](#) OIE Webpage-CPR Instructions
[IB5-06](#) PLO Data-Economics
[IB5-07](#) PLO Data-Addiction Studies

[IB6-01](#) ILOs-COC Webpage
[IB6-02](#) ILO4 Report 2018
[IB6-03](#) OpeningDayProgram2017-2018
[IB6-04](#) Cultural Curriculum Audit
[IB6-05](#) Professional Development-Performance Gaps
[IB6-06](#) Professional Development-Equity Gaps
[IB6-07](#) PLO Data-Addiction Studies
[IB6-08](#) PLO Data-Spanish
[IB6-09](#) PLO Data-Disaggregated-Spanish
[IB6-10](#) PLO Timeline-Performing Arts

[IB6-11](#) PLO Reflection-Communications
[IB6-12](#) PLO Questions
[IB6-13](#) Guide to Viewing PLO Data
[IB6-14](#) COC Minutes 5-2018
[IB6-15](#) PLO Assessment Calendar
[IB6-16](#) One Book One Campus
[IB6-17](#) Opening Day 2020-Breakouts
[IB6-18](#) Student Success Conference 2021
[IB6-19](#) Equity Minded Syllabi
[IB6-20](#) Professional Development Needs Survey

[IB7-01](#) EPC Minutes 12-2019
[IB7-02](#) Senate Minutes 11-2019
[IB7-03](#) Integrated Planning Calendar
[IB7-04](#) PCC Minutes 9-2020
[IB7-05](#) SMP Teams
[IB7-06](#) Senate Validation Dashboard 2019-2020
[IB7-07](#) PCC Validation Dashboard 2019-2020
[IB7-08](#) Senate Agenda 9-14-2020
[IB7-09](#) Senate Minutes 9-14-2020
[IB7-10](#) Senate-CSE Validation
[IB7-11](#) CPR-Math-2020
[IB7-12](#) BC Minutes 5-7-2019
[IB7-13](#) RPL 2021-2022
[IB7-14](#) Meta Evaluation Report 2017
[IB7-15](#) PCC Minutes 2-2021

[IB8-01](#) Brahma Bea t5-2021
[IB8-02](#) Accreditation Newsletter 4-2021
[IB8-03](#) Accreditation Newsletter from the President
[IB8-04](#) Senate Minutes 4-2021
[IB8-05](#) ASC Minutes 10-2018
[IB8-06](#) NMP-Assessment Timelines
[IB8-07](#) Senate Minutes 11-2020
[IB8-08](#) Assessment Day 2018
[IB8-09](#) Assessment Day 2022
[IB8-10](#) COC Minutes 10-18-2017
[IB8-11](#) Senate Minutes 4-2018
[IB8-12](#) COC Report Senate-2019
[IB8-13](#) CPR-Nursing-2020
[IB8-14](#) Basic Needs Survey 2019
[IB8-15](#) OIE Homepage
[IB8-16](#) SLO Data Example
[IB8-17](#) Course Report Example
[IB8-18](#) Guide to SLO Data

[IB9-01](#) Mission Task Force Emails
[IB9-02](#) SMP Townhall Agenda
[IB9-03](#) Mission Governance Survey Email
[IB9-04](#) SMP 2022-2026
[IB9-05](#) CPR-Umoja-2020
[IB9-06](#) CPR-Career Center-2020
[IB9-07](#) CPR-ASL-2020
[IB9-08](#) CPR-Performing Arts-2020

C. Institutional Integrity

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

Evidence of Meeting the Standard

The main sources of information for students, personnel, and the public is the Los Angeles Pierce College's (LAPC) website and the general catalog ([IC1-01](#)). Individual departments and units review the website as needed for clarity, accuracy, and integrity, and the general catalog is reviewed annually and updated by a staff member in Academic Affairs throughout the spring and summer semesters in preparation to publish a final version by the fall semester ([IC1-02](#)).

Mission Statement: As indicated in Standard I.A.4, the mission statement is available in various locations around campus, on the College website, and in the general catalog ([IC1-03](#), [IC1-04](#)). The mission, goals, and values are regularly evaluated and reviewed by the Pierce College Council (PCC), as discussed in Standard I.A. To ensure clarity, accuracy, and integrity, the mission is vetted through participatory governance as well as through the Los Angeles Community College District Board of Trustees ([IC1-05](#)).

Learning Outcomes: The Los Angeles Community College District (LACCD) Administrative Procedure 4221 requires faculty to distribute a syllabus during the first week of classes and to include the officially approved Course-Level Student Learning Outcomes (CSLOs) in their syllabi ([IC1-06](#), [IC1-07](#), [IC1-08](#)). This requirement is reinforced in the faculty evaluation process in questions A9 and A12 of the Basic and Comprehensive Evaluation Summary Form for All Faculty ([IC1-09](#)). CSLOs are included in the course outline of record (COR [[IC1-10](#)]). The CORs are publicly accessible via the Electronic Curriculum Development (ECD) website under the "Find A Course" menu option ([IC1-11](#)). LAPC is currently transitioning to the curriculum management software eLumen, and this software will also allow for public viewing of CORs. The Institutional Learning Outcomes as well as Program Learning Outcomes (PLOs) appear in the General Catalog ([IC1-12](#), [IC1-13](#)). Some programs also list PLOs on their specific webpages ([IC1-14](#)).

Educational Programs: Information about educational programs is included in the College's general catalog, which is available electronically on the website as well as in print form at the

bookstore ([IC1-15](#), [IC1-16](#)). Programs also have their own specific webpages, linked from the LAPC website, with their program's information accurately presented ([IC1-17](#)). In addition to the general LAPC webpage and specific program webpages, the College also utilizes the Program Mapper. This program presents students with educational programs, the PLOs of the program, salary, growth and career options for the program, and finally, the two-year scheduling plan ([IC1-18](#)).

Student Support Services: Information about student support services is available on the College website, in the general catalog, and in the Disabled Students Programs & Services (DSPS) Student Handbook ([IC1-19](#), [IC1-20](#), [IC1-21](#)). Information about online support services is available through the PierceOnLine webpage ([IC1-22](#)).

Accreditation: The statement regarding the College's accreditation status is displayed on the accreditation webpage, which is accessible from the College's homepage ([IC1-23](#)). The general catalog includes this same statement ([IC1-24](#)). In addition, the general catalog and website include information for specific programmatic accreditation ([IC1-25](#), [IC1-26](#), [IC1-27](#)).

Analysis and Evaluation

Los Angeles Pierce College assures that clear and accurate information is presented to everyone, and the College's website and the general catalog are the primary sources of this information. Clear and precise information is also presented via syllabi and student handbooks.

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

The College's general catalog is published annually to ensure that the information contained therein is precise, accurate, and current. The latest version is the 2020-2021 academic years with an Addendum C published in May 2021 ([IC2-01](#), [IC2-02](#)). The general catalog contains the following information:

GENERAL INFORMATION

| Content Description | Location in catalog |
|---|----------------------------|
| Official Name, Address, Telephone Numbers, and Website Address of the Institution | p. 1 |
| Educational Mission | p. 8 |

| | |
|--|---|
| Representation of accredited status with ACCJC | p. 1 |
| Course, Program, and Degree Offerings | pp. 40-250 |
| Student Learning Outcomes for Programs and Degrees | Included in each program on pp. 40-141 |
| Academic Calendar | Located inside front cover of the general catalog |
| Academic Freedom Statement | p. 10 |
| Available Student Financial Aid | p. 18; p. 21 pp. 278-290 |
| Available Learning Resources | p. 289-290 |
| Names and Degrees of Administrators and Faculty | pp. 301-318 |
| Names of Governing Board Members | p. 2 |

REQUIREMENTS

| Content Description | Location in catalog |
|--|--|
| Admissions | pp. 13-21 |
| Student Tuition, Fees, and Other Financial Obligations | pp. 22-23 |
| Degrees, Certificates, Graduation and Transfer | pp. 24-29 for graduation requirements; pp. 36-39 for educational programs 2020-2021 |

MAJOR POLICIES AND PROCEDURES AFFECTING STUDENTS

| Content Description | Location in catalog |
|--|--|
| Academic Regulations, including Academic Honesty | pp. 255-260 for scholastic policies; p. 276 for academic honesty |
| Nondiscrimination | p. 2, pp.10-11 |
| Acceptance and Transfer of Credits | p. 256 |
| Transcripts | p. 257 |
| Grievance and Complaint Procedures | p. 11; pp. 271-276 |
| Sexual Harassment | p. 11-12; p. 267; p. 271 -273; p.275 |
| Refund of Fees | pp. 21-23 |

LOCATIONS OR PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

| Content Description | Location in catalog |
|--------------------------------|---|
| Policies, Rules, & Regulations | pp. 255-272 or LACCD Board Docs webpage: https://go.boarddocs.com/ca/laccd/Board.nsf/Public# |

Analysis and Evaluation

The College's general catalog is available to students and the public in print and in electronic format. The catalog is updated annually in its entirety with an addendum midway through the production cycle to ensure accurate and the most up-to-date information

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| 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) |
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Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) compiles and publishes student achievement data and communicates this data to the campus constituencies and to the public. The LAPC website is the host of most of the documented assessment, and the Office of Institutional Effectiveness (OIE) has the primary responsibility for collecting, analyzing, and publishing student achievement data. “Quick Facts” are available to everyone, including students and the public, directly on the homepage of the OIE webpage, and the “Quick Facts” include data regarding the College’s institution-set standards ([IC3-01](#), [IC3-02](#)). The Student Success Scorecard information is linked from the College’s main web page and is publicly available at the state Chancellor’s Office Web site ([IC3-03](#), [IC3-04](#)). The Framework of Indicators information is available on the Pierce homepage and state Chancellor’s Office Web sites ([IC3-05](#), [IC3-06](#), [IC3-07](#)). In 2019, the Framework of Indicators evolved into the Vision for Success goals, and they were presented at Academic Senate as well as Pierce College Council (PCC), with PCC approving them ([IC3-08](#), [IC3-09](#), [IC3-10](#), [IC3-11](#)). These Vision for Success goals are presented in the ACCJC annual report ([IC3-12](#)).

Student learning outcomes data is available via eLumen, and the Outcomes Committee website provides a link to program learning outcomes disaggregated data summaries ([IC3-13](#)). The College also communicates learning outcomes data to the ACCJC through the annual reports, which can be found under the accreditation link from the LAPC homepage ([IC3-14](#)).

In addition to posting the data, the OIE communicates the data, and how to read the data, to the campus community. During the spring 2020 Student Success Conference, the OIE led a data walk, encouraging the community to consider how to use the data for improvement ([IC3-15](#), [IC3-16](#)).

Student achievement data is also communicated in open forums, such as annual opening day activities, Townhalls, and Brown Act participatory governance committees ([IC3-17](#), [IC3-18](#), [IC3-19](#), [IC3-20](#), [IC3-21](#), [IC3-22](#), [IC3-23](#), [IC3-24](#)).

While the College publishes and discusses student learning and achievement data, the College uses this data in the planning of departments, programs, and institutional educational goals. The Comprehensive Program Review with annual updates (CPR) templates prompt departments to analyze student learning and achievement data in the context of the College’s mission and the Strategic Master Plan ([IC3-25](#), [IC3-26](#), [IC3-27](#), [IC3-28](#)). Department and program CPRs are posted on the OIE Web site and are available for public viewing ([IC3-29](#)).

Analysis and Evaluation

Los Angeles Pierce College collects, analyzes, evaluates, and presents data on student learning and student achievement. Student learning and student achievement data are publicly available through the LAPC website and the OIE website.

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 Los Angeles Pierce College (LAPC) General Catalog is the primary source of information regarding certificates and degrees. All programs are described in terms of their purpose, and a program description is provided as well as the unit requirement, required and elective courses, general education requirements, if applicable, and program learning outcomes ([IC4-01](#)). LAPC programs include required courses, including units, and program learning outcomes on their program page in the catalog ([IC4-02](#)).

The LAPC program mapper also supplies information regarding pathways to certificates and degrees ([IC4-03](#), [IC4-04](#)). Departments also present certificates and degrees, with their appropriate content and requirements, on department specific webpages ([IC1-17](#)).

Analysis and Evaluation

All certificate and degree programs offered by Los Angeles Pierce College are accurately and completely described in the general catalog, which is available in print as well as online. The College also utilizes the program mapper as well as department specific webpages to describe programs to students as well as the public.

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

The Los Angeles Community College District (LACCD) adheres to Board Policy and Administrative Procedure 2410, which outlines cycle of review of institutional policies and procedures ([IC5-01](#)).

The participatory governance bodies of Los Angeles Pierce College (LAPC) review college procedures and publications. Revisions occur as part of an institutionalized planning cycle or on an ad-hoc basis in response to external factors, such as changes in the state legislation or LACCD Board Policies and Administrative Procedures. As indicated in the LAPC Integrated Planning Calendar 2013-2026, the Pierce College Council (PCC) is charged with regularly reviewing the College's mission statement and strategic master plan (SMP), and the mission as well as the SMP were reviewed and updated in 2021 ([IC5-02](#), [IC3-18](#), [IC3-17](#), [IC5-03](#), [IC5-04](#)). The Academic Senate is responsible for review of planning and procedures specifically related to academic and professional matters, as codified in Title 5, Section 53200 of the California Code

of Regulations ([IC5-05](#)). Both bodies delegate to their respective standing committees the review of specific plans and procedures for which those standing committees are directly responsible.

As discussed in Standard I.C.2, the College reviews the catalog annually. The Educational Planning Committee reviews and revises, as needed, program review templates as well as the viability review document ([IC5-06](#)). As part of the 2020 Midterm Report, the College institutionalized the review cycle for numerous publications:

| Title of Publication | Responsible Area | Update Cycle |
|---|---|---------------------|
| Annual Security Report | VP Administrative Services | 1 year |
| ASO Budget Book | AVP Administrative Services | 1 year |
| Chart of Accounts | Administrative Analyst (Administrative Services) | 1 year |
| Child Development Center Teacher Handbook | Child Development Center Director | 1 year |
| Club Advisor Handbook | Associated Student Organization | 1 year |
| Coaching Handbook | Athletics Director | 1 year |
| Code of Ethics | Ethics Committee | 5 years |
| College Outcomes Handbook | College Outcomes Committee (COC) | 4 years |
| Counseling Department Policies and Procedures Manual | Counseling Department | 5 years |
| DE Handbook | Distance Education Information Technology Committee (DEITC) | 3 years |
| Decision Making and Planning Handbook | Office of Institutional Effectiveness (OIE) | 4 years |
| DSPS Faculty Handbook | Office of Special Services | 1 year |
| DSPS Student Handbook | Office of Special Services | 1 year |
| Faculty Handbook | Faculty Professional Development Committee | 4 years |
| Student Athlete Handbook | Student Services | 1 year |

Analysis and Evaluation

The District follows Board Policy and Administrative Procedure regarding the cycle of review for policies and procedures. Los Angeles Pierce College procedures and publications are reviewed regularly to assure integrity in all representations of its mission, programs, and services. These reviews occur in various participatory governance bodies.

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| <p>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.</p> |
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Evidence of Meeting the Standard

Board Policy 5030 acknowledges all student fees that are printed in the Catalog, class schedule, and website, and Los Angeles Pierce College adheres to this policy ([IC6-01](#)). The LAPC General Catalog accurately itemizes all student fees, including resident and nonresident tuition, health services fee, parking fee, Associated Student Organization fee, Transcript fees, class audit fees, and the enrollment fee refund policy ([IC6-02](#)). This information also appears on the LAPC website ([IC6-03](#), [IC6-04](#)).

Class supply fees are published for each session in the current class schedule ([IC6-05](#)), as LAPC adheres to Administrative Procedure 5031 regarding materials fees ([IC6-06](#)). The schedule of classes also indicates when a course section includes a zero-cost textbook ([IC6-07](#)).

The total cost of attendance is also provided on the Finance Aid Web site ([IC6-08e](#), [IC6-04](#)). From this web page, students can research the total cost of education using the Net Price calculator hosted by the California community Colleges Chancellor's Office ([IC6-09](#)).

Instructors are required to provide students with a current syllabus, and course syllabi present costs of textbooks and materials fees ([IC6-10](#), [IC6-11](#)).

Analysis and Evaluation

The College accurately informs current and prospective students of the tuition and fees; in addition, the College provides tools for estimating the total cost of education. The cost and fee information are available in the college catalog, schedule of classes, and the LAPC site.

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

Los Angeles Pierce College (LAPC) assures institutional and academic integrity by adhering to and publishing Los Angeles Community College District (LACCD) Board Policy 4030 ([IC7-01](#)), which recognizes academic freedom and responsibility as essential functions of education. The Board Policy is accessible to the public and can be found on the LACCD website ([IC7-02](#), [IC7-03](#)). Along with the rights that come with academic freedom, Board Policy 4030 describes the responsibility of the faculty to eschew discrimination. The College publishes this policy in the College General Catalog ([IC1-01](#)). In support of Board Policy 4030, the Pierce College Academic Senate's Code of Ethics also calls specifically for the protection and advancement of academic freedom of students and faculty in a learning environment of trust and sensitivity ([IC7-04](#)). The Code of Ethics appears on the Professional Ethics Committee (PEC) website as well as the Faculty Professional Development website. PEC minutes that document a continual discussion of academic freedom are also listed on the PEC website ([IC7-05](#), [IC7-06](#)). Furthermore, Article 4 of the Agreement between the LACCD and AFT 1521A Faculty

Guild reaffirms that the faculty “shall have the academic freedom to seek the truth and guarantee freedom of learning to the students” ([IC7-07](#)).

Analysis and Evaluation

The College assures institutional academic integrity and the free pursuit and dissemination of knowledge by following and publishing LACCD Board policies on academic freedom and responsibility and by maintaining a current discussion of them. LAPC ensures faculty and students are free to explore and critically examine knowledge appropriate to a field of study.

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

The College operates under established and published policies that promote honesty, responsibility, and academic integrity for all constituencies. Los Angeles Community College District (LACCD) Board Policy 5500 explicitly establishes standards of conduct in regard to both student behavior and academic honesty ([IC8-01](#)). The Prohibited Discrimination Policy as well as the Student Academic Integrity Policy Statement are published in the College General Catalog ([IC8-02](#), [IC8-03](#)), and the College’s optimal syllabus checklist require faculty to include in their syllabi a reference to the Student Code of Conduct as it relates to academic dishonesty ([IC8-04](#), [IC8-05](#), [IC8-06](#), [IC8-07](#)). In addition, LACCD BP 5500 details disciplinary procedures for academically dishonest offenses. Information regarding student behavior and academic integrity is often presented in administrative emails, at meetings of the College’s Professional Ethics Committee, and on the College’s Library’s website, which explains how to document sources correctly and avoid plagiarism ([IC8-08](#), [IC8-09](#), [IC8-10](#), [IC8-11](#)). LACCD also publishes an Employee Handbook, which details codes of conduct for employees ([IC8-12](#)). The College’s Code of Ethics, sections II.C.1 and II.C.2, reinforces the need for faculty to “foster honest academic conduct ([IC7-04](#)). Finally, the College uses single-sign on authentication for distance education courses, per Board Policy 4105 ([IC8-13](#), [IC8-14](#)).

To facilitate and encourage honesty, responsibility, and academic integrity, the LAPC Faculty handbook was created ([IC8-15](#), [IC8-16](#)). The Vice President of Academic Affairs also sends out a first-day of the semester email to all faculty at the beginning of the academic year to remind faculty of College processes ([IC8-17](#), [IC8-18](#)).

Analysis and Evaluation

The College establishes and publishes clear and specific policies and procedures that promote honesty, responsibility, and academic integrity of all constituencies.

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

Los Angeles Pierce College (LAPC) faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline and to present information fairly and objectively in an environment where students may freely pursue learning, ask questions, and present their own points of view. Faculty adheres to LACCD Board Policy 4030, which states that faculty must uphold the District's ethics policies ([IC9-01](#)). Also, the LAPC Faculty Code of Ethics details the responsibilities implied in the pursuit of free inquiry and specifically describes faculty members' obligation to cover the content as announced to students and described in the approved curriculum ([IC7-04](#)). The College's Professional Ethics Committee often discusses the need to distinguish between personal views and professionally accepted views in a discipline ([IC9-02](#), [IC9-03](#), [IC9-04](#), [IC9-05](#)). In addition to policies and procedures that support the fair and objective presentation of materials to students, the curriculum review and faculty evaluation processes support a professional teaching and learning environment. As part of the faculty evaluation process, the student evaluation form asks whether the instructor creates a safe environment that allows opinions "which differ from those of the faculty member" and gives students the opportunity to comment on and evaluate their instructors' fair and objective presentation of course material ([IC9-06](#)).

Analysis and Evaluation

Faculty distinguishes between personal conviction and professionally accepted views in a discipline and presents information fairly and objectively. Board policy, College Codes of Ethics, and faculty evaluations ensure that this standard is met.

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

Los Angeles Pierce College (LAPC) is a public California Community College and does not require conformity to specific codes of conduct, nor does it seek to instill beliefs or world views. The College does, however, have expectations for ethical behavior. The Faculty Code of Ethics is published on the LAPC website with links on various committee websites as well as in the Faculty Handbook ([IC7-04](#), [IC10-01](#), [IC8-15](#)). Also, the College does adhere to the Los Angeles Community College District's (LACCD) Board Policies and Administrative Procedures, and these Policies and Procedures are found on the LACCD website as well as the General Catalog ([IC10-02](#), [IC10-03](#)). Important note: the LACCD is currently in the process of updating Board Rules to Board Policies so the numbers listed in the Catalog reflect the old structure:

- Board Policy 5500 outlines standards of student conduct ([IC8-01](#)).

- Board Rule 1204 presents the Institutional Code of Ethics, which details employee as well as student ethics with respect to integrity, civility, respect, fairness, and confidentiality ([IC10-04](#)).

Analysis and Evaluation

LAPC does not require conformity to specific codes, nor does the College instill specific beliefs or world views. The College does, however, expect employees as well as students to follow codes of conduct and codes of ethics.

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

Los Angeles Pierce College does not operate in foreign locations.

Analysis and Evaluation

This Standard is not applicable to Los Angeles Pierce College.

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

Los Angeles Pierce College (LAPC) complies with the Commission's Eligibility Requirements, Accreditation Standards, policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes, as required by Board Policy 3200. The College is transparent in its relationship with the Accrediting Commission of Community and Junior Colleges (ACCJC) and responds to all Commission directives in a timely manner, including previous institutional self-evaluations, external evaluations, midterm reports, follow-up reports, annual reports, and substantive change proposals. Historic accreditation records are held in the College library in a special collection. More recent information regarding accreditation is on the Accreditation page on Pierce College's Web site ([IC12-01](#)). Currently, the College retains three full cycles of accreditation on the Web site representing 20 years of college-generated reports and action letters from the Commission. The College accurately discloses its accredited status and accreditation-related information to the public on the Accreditation web page, which is accessible from the Pierce College homepage ([IC1-25](#), [IC1-24](#), [IC12-02](#), [IC12-03](#)).

Analysis and Evaluation

The College respects and complies with all requirements of the ACCJC, and the College responds to all ACCJC communication in a timely manner. All actions and communication between the College and the ACCJC are well-documented and available for public viewing on the LAPC webpage.

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

Los Angeles Pierce College (LAPC) accurately and honestly describes its accredited status to the public and other accrediting agencies ([IC1-25](#), [IC1-24](#)). The College maintains relations with various outside accrediting, and that information is publicly available ([IC1-27](#), [IC12-01](#)).

The College's Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the U.S. Department of Education federal financial aid program ([IC13-01](#)). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants ([IC13-02](#)). The College maintains a relationship with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting the College's athletic program.

Analysis and Evaluation

LAPC describes itself consistently to all its accrediting agencies, communicates changes in accredited status, and discloses required information to all accrediting bodies, the students, and the public. Information relevant to accreditation and other external agencies is published in the college catalog and is maintained in appropriate locations on campus.

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

Los Angeles Pierce College is a publicly funded, open-access, not-for profit institution. The College's mission statement, goals, and values reflect the institution's commitment to quality education. The College's mission is specific in priorities toward student achievement and student learning ([IC1-25](#)). The College's commitment to its educational mission is further reinforced in the goals and objectives of the Strategic Master Plan ([IC14-01](#)).

Analysis and Evaluation

LAPC is a not-for-profit public institution. As such, it does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the governing board and closely monitored by the relevant departments in Administrative Services, the college president, and the appropriate units of the Los Angeles Community College District.

LAPC's mission reflects the importance of and its commitment to high quality education. The statement does not reference alternate fundraising objectives; rather, it focuses on student achievement and student learning.

Conclusions on Standard I.C. Institutional Integrity

Los Angeles Pierce College strives to deliver high quality education to its students, as the mission states. To achieve the mission, the College embraces institutional integrity through its various policies, procedures, and practices. Publications, in print and online, are continually reviewed and updated to provide students with clear, accurate, and accessible information. District policy and College practices ensure that administration, faculty, and staff act ethically, honestly, and responsibly.

Evidence List

[IC1-01](#) Catalog 2021-2022
[IC1-02](#) Catalog-Meeting Invite
[IC1-03](#) Mission-Website
[IC1-04](#) Mission-Catalog
[IC1-05](#) Mission-BOT Approval
[IC1-06](#) AP 4221
[IC1-07](#) Biology 7 Syllabus
[IC1-08](#) Chemistry 102 Syllabus
[IC1-09](#) AFT-CBA-Appendix C
[IC1-10](#) COR-Art 101
[IC1-11](#) ECD-Webpage
[IC1-12](#) ILOs-Catalog
[IC1-13](#) PLOs-Physics-Catalog
[IC1-14](#) Pre-Vet-AS Degree
[IC1-15](#) ADTs-Catalog
[IC1-16](#) Catalog-Website
[IC1-17](#) Spanish AA

[IC1-18](#) Program Mapper-Anthro
[IC1-19](#) Student Services-Webpage
[IC1-20](#) Student Services-Catalog
[IC1-21](#) DSPS-Student Handbook
[IC1-22](#) PierceOnLine-Webpage
[IC1-23](#) Accreditation Link-Webpage
[IC1-24](#) Catalog-Accreditation Statement
[IC1-25](#) Catalog-Accreditation Agencies
[IC1-26](#) RVT-Webpage
[IC1-27](#) AVMA-Accreditation Letter

[IC2-01](#) Catalog-Addendums
[IC2-02](#) Catalog 2020-2021

[IC3-01](#) OIE-Webpage
[IC3-02](#) Institution Set Standards 2019
[IC3-03](#) Student Success Scorecard2019
[IC3-04](#) Scorecard Access-Webpage
[IC3-05](#) Framework of Indicators
[IC3-06](#) IE Goals Framwork-2017-2018
[IC3-07](#) LAPC-Homepage
[IC3-08](#) Senate Minutes 3-25-2019
[IC3-09](#) Senate Minutes 4-8-2019
[IC3-10](#) Vision For Success Goals
[IC3-11](#) PCC-Action-Vision
[IC3-12](#) ACCJC-Annual Report 2021
[IC3-13](#) COC-Webpage
[IC3-14](#) ACCJC-Annual Report 2020
[IC3-15](#) Student Success Conference B 2020
[IC3-16](#) Student Success Conference A 2020
[IC3-17](#) SMP Townhall 5-2021
[IC3-18](#) SMP Townhall 4-2021
[IC3-19](#) SMP Townhall 10-2021
[IC3-20](#) EMC Minutes 3-4-2021
[IC3-21](#) EMC-Completion Data
[IC3-22](#) Opening Day 2021
[IC3-23](#) EMC Minutes 12-3-2020
[IC3-24](#) SSC Minutes 8-19-2020
[IC3-25](#) CPR-Administrative Services-Template
[IC3-26](#) CPR-President's Office-Template
[IC3-27](#) CPR-Student Services-Template
[IC3-28](#) CPR-Academic Affairs-Template
[IC3-29](#) OIE-Webpage-Folders

[IC4-01](#) Educational Programs-Catalog
[IC4-02](#) History AAT-Catalog

[IC4-03](#) Program Mapper Link-Webpage
[IC4-04](#) Program Mapper-Biology-AST

[IC5-01](#) BP 2510
[IC5-02](#) Integrated Planning Calendar
[IC5-03](#) Mission-Governance-Survey
[IC5-04](#) Brahma Beat-Mission
[IC5-05](#) Title 5 Section53200
[IC5-06](#) EPC Minutes5-6-2020

[IC6-01](#) BP 5030
[IC6-02](#) Catalog-Student Fees
[IC6-03](#) Business Office-Fees
[IC6-04](#) International Students-Fees
[IC6-05](#) Catalog-Class Fees
[IC6-06](#) AP 5031
[IC6-07](#) Schedule-OER Classes
[IC6-08](#) Financial Aid-Webpage
[IC6-09](#) LAPC Consumer Information
[IC6-10](#) CAOT-Syllabus
[IC6-11](#) Plant Science-Syllabus

[IC7-01](#) BP 4030
[IC7-02](#) LACCD-BOT Webpage
[IC7-03](#) LACCD-Board Docs Webpage
[IC7-04](#) Faculty Code Ethics
[IC7-05](#) PEC Minutes 2-24-2020
[IC7-06](#) PEC Minutes 5-18-2020
[IC7-07](#) AFT-CBA-Article 4

[IC8-01](#) BP 5500
[IC8-02](#) Prohibited Discrimination Policy - Catalog
[IC8-03](#) Academic Integrity Policy
[IC8-04](#) Optimal Syllabus Checklist
[IC8-05](#) Syllabus-Anthropology 2
[IC8-06](#) Syllabus-Biology 7
[IC8-07](#) Syllabus-English 101
[IC8-08](#) Student Code of Conduct-Email
[IC8-09](#) PEC Minutes 10-2017
[IC8-10](#) PEC Minutes 11-2017
[IC8-11](#) Library-Website
[IC8-12](#) Classified Employee Handbook
[IC8-13](#) BP 4105
[IC8-14](#) Faculty-Staff Orientation 2021
[IC8-15](#) LACP Faculty Handbook
[IC8-16](#) Handbook-Canvas

[IC8-17](#) Fake Students Email
[IC8-18](#) Welcome Letter-Fall2021

[IC9-01](#) BP 4030
[IC9-02](#) PEC Minutes4-2019
[IC9-03](#) PEC Minutes11-2019
[IC9-04](#) PEC Minutes10-2019
[IC9-05](#) PEC Minutes2-2021
[IC9-06](#) Student Evaluation Form

[IC10-01](#) Code of Ethics-Link
[IC10-02](#) Student Code of Conduct-Catalog
[IC10-03](#) Student Integrity-Catalog
[IC10-04](#) BR 1204

[IC12-01](#) Accreditation Site-Webpage
[IC12-02](#) External Evaluation Report
[IC12-03](#) 2016 ISER

[IC13-01](#) Eligibility and Certification Approval Report-REV
[IC13-02](#) CA Student Aid Commission-New President Letter

[IC14-01](#) SMP 2022-2026



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

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

Los Angeles Pierce College (LAPC) offers instructional programs, appropriate to higher education, consistent with the College's mission of providing quality, inclusive, and innovative educational opportunities. LAPC recently updated the mission to clearly articulate the College's focus on student achievement with an equity focus. Currently, the College offers 143 degrees and certificates and 14 non-credit certificates to meet the needs of a diverse population of students, and as the completion data notes, students are achieving degrees, achieving certificates, and transferring to four-year institutions ([IIA1-01](#)). The breakdown of the degrees and certificates are as follows:

- 39 of Associate of Arts (AA) Degrees
- 16 of Associate of Science (AS) Degrees
- 30 of AA-Ts (19 AA-T and 11 AS-T)
- 58 of Certificates of Achievement
- 14 non-credit certificates of completion
- 10 non-transcriptable skills certificates

The College's mission, as described in Standard IA, illustrates the College's commitment to students, achievement, and equity. All departments and programs present their objectives and describe their services in the general catalog, and these descriptions underscore the College's mission ([IIA1-02](#), [IIA1-03](#)). The College's Comprehensive Program Review (CPR) process also highlights how institutional planning aligns programs and areas of study to the mission, to

outcomes, and to achievement. CPRs are completed every four years with annual updates to the goals and resources each subsequent year, and the CPRs must align with the mission of the College as well as analyze outcomes data ([IIA1-04](#), [IIA1-05](#), [IIA1-06](#), [IIA1-07](#)).

Regardless of location or mode of delivery, the degrees and certificates culminate in student achievement of student learning outcomes, and the College ensures this culmination through various campus practices. First, the LAPC follows the District's Board Policy 4020, which states that courses and programs, under the guidance of faculty, are thoroughly reviewed and vetted ([IIA1-08](#), [IIA1-09](#)). The College's Curriculum Committee (CC), a sub-committee of the Academic Senate, actualizes Board Policy 4020 through its procedures for reviewing all new programs. The Course Outline of Record (COR), which must be reviewed and approved by the CC, requires that departments create courses that have clearly defined objectives and learning outcomes as well as clear alignment with career, transfer, or general education ([IIA1-10](#), [IIA1-11](#), [IIA1-12](#), [IIA1-13](#), [IIA1-14](#)). Second, faculty, who are experts in their respective fields, adhere to the LAPC curriculum process for the development and evaluation of courses that is established by the CC. Faculty evaluations, per the AFT 1521 contract, require faculty to follow the established COR goals and objectives, as illustrated through course syllabi and teaching demonstrations ([IIA1-15](#)). CORs, with the accompanying SLOs, are reviewed and updated on a six-year cycle, per LACCD Board Policy and Administrative Procedure ([IIA1-16](#), [IIA1-09](#)). To ensure that the College remains steadfast in its goals of student achievement and completion, the College posts, and updates, student completion data on the Office of Institutional Effectiveness website ([IIA1-01](#)).

Third, as described in I.B.1 and I.B.2, the College has an established outcomes evaluation procedure, and the constant evaluation of outcomes reinforces the College's mission of a student-centered college. Program Learning Outcomes (PLOs) as well as Course Reports (assessment and evaluations of the SLO data) are reviewed and updated on a four-year cycle ([IIA1-17](#), [IIA1-18](#), [IIA1-19](#), [IIA1-20](#), [IIA1-21](#), [IIA1-22](#), [IIA1-23](#), [IIA1-24](#)). Course reports and PLO reports are used in the analysis of the CPRs ([IIA1-04](#), [IIA1-06](#)). This constant evaluation of programs, departments, and courses ensures faculty are working to maintain quality as well as innovative instructional programs and illustrates the College's mission of "constant growth."

Fourth, all new instructional programs or courses adhere to a clear procedure for program initiation or program discontinuance, as established by the Educational Planning Committee (EPC), a sub-committee of the Academic Senate ([IIA1-25](#)). Program initiation, as well as program discontinuance, requires analysis of data and robust conversations with faculty and administrators. For example, a General Certificate in Biotechnology and a Certificate in Hybrid/Electric Vehicle Diagnostics and Services entered Viability Review for program initiation through the Educational Planning Committee (EPC). The presentation and analysis of labor market data indicate the College's commitment to creating programs consistent with the mission and creating programs that will culminate in certificates ([IIA1-26](#), [IIA1-27](#), [IIA1-28](#), [IIA1-29](#), [IIA1-30](#)).

Finally, as evidenced by the LAPC employment data, the College's Career and Technical Education (CTE) programs result in employment ([IIA1-31](#)). All CTE programs participate in the CPR, outcomes, and the viability process ([IIA1-04](#), [IIA1-18](#)).

Analysis and Evaluation

LAPC offers a myriad of programs and courses to meet the needs of the diverse student population, as described in the General Catalog as well as the website. The College's thorough vetting of new programs ensures programs and courses are aligned with the mission. Also, continuous improvement of programs is evidenced by the College's comprehensive program review process, the evaluation of Program Learning Outcomes as well as Student Learning Outcomes, and the robust Course Outline of Record process. The vetting of new programs and the work to constantly improve programs culminates in students achieving degrees and certificates as well as students being able to transfer to other higher education programs.

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

All faculty, full-time, part-time, and adjunct, regardless of mode of delivery, work to ensure that the content and methods of instruction meet accepted academic and professional standards. As detailed in II.A.1, the College adheres to Board Policy and Administrative Procedure 4020 that states faculty actively participate in the development of courses and programs ([IIA1-16](#)). The Curriculum Committee (CC), chaired by a faculty member, serves as a leader in curriculum development and improvement ([IIA2-01](#)). As the charter states, any faculty member can be an apprentice member of the CC, showing collective ownership of the curriculum process.

The creation and adoption of the Course Outlines of Record (CORs) also illustrates a collegial approach to designing accepted academic and professional standards and expectations. The CORs inform all faculty, full time and hourly rate instructors, about the content, course objectives, types of reading and writing assignments, representative textbooks, critical thinking assignments, types of out-of-class assignments, information of competency, methods of instruction, and methods of evaluation ([IIA2-02](#)). During technical review, the CORs are evaluated for overall completeness and accuracy as well as alignment of course content with objectives. Also, the technical review process examines the COR for changes to transfer requirements and/or workforce needs ([IIA2-03](#)).

The College's robust Comprehensive Program Review (CPR) procedures also illustrate the faculty's collective ownership over design and improvement of the learning experience. CPRs are completed by faculty in a department, and the writing of the CPRs requires faculty to review

student achievement data provided by the Office of Institutional Effectiveness (OIE). The OIE provides support to departments to ensure that the program review process is thoughtful and reflective ([IIA2-04](#), [IIA2-05](#), [IIA2-06](#)).

Departments and programs regularly gather to discuss design and improvement of the student learning experience. Department meetings provide faculty the opportunity to discuss best practices and plans for innovation as well as improvement. For example, the English Department as well as the Philosophy/Sociology Department invite all faculty, full-time and adjunct, to department meetings where course design and improvements are discussed ([IIA2-07](#), [IIA2-08](#)).

The Viability Review Process, which includes program initiation, also underscores the faculty's collective ownership of the student learning environment ([IIA1-25](#)). Success metrics, established by the Educational Planning Committee (EPC), are sent to all departments for review each year. The student achievement data informs programs and departments of the overall health of the program or department, and analysis of this data contributes to the program's continuous improvement.

Finally, the faculty's AFT 1521 collective bargaining contract highlights the faculty's responsibilities regarding the student learning experience. All instructors, full-time and part-time, are evaluated on their course's alignment with the Course Outline of Record (COR) and their "interaction and communication with peers" ([IIA1-15](#)).

As discussed in II.A.14, Career and Technical Education (CTE) programs work with advisory groups to ensure program currency to industry needs ([IIA2-09](#), [IIA2-10](#)).

Analysis and Evaluation

The Curriculum Committee, chaired by a faculty member, is responsible for the development and improvement of curriculum. The College's Viability Review Process as well as the Comprehensive Program Review process illustrate the College's commitment to using and analyzing data to improve the student learning experience. Department meetings, the collective bargaining agreement, and CTE meetings with advisory groups ensure that faculty are actively engaging in the content, as well as methods, of instruction to ensure a positive learning environment for students.

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

Los Angeles Pierce College (LAPC) identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures via the

College Outcomes Committee (COC) ([IIA3-01](#)). The COC guides the College through the continual process of developing, implementing, and evaluating Outcomes procedures and requirements. This Committee is chaired by the Outcomes Coordinator, a full-time faculty member with release who is a champion of outcomes and who helps the College develop, implement, and evaluate college-wide Outcomes. The Outcomes Coordinator oversees the assessment and reporting of course-level student learning outcomes (CSLOs), service area outcomes (SAOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs) ([IIA3-02](#)). As described in I.B.1 and I.B.2, the Outcomes Coordinator is instrumental in leading the campus with writing, assessing, and evaluating all outcomes ([IIA3-03](#), [IIA3-04](#)).

The College has implemented a four-year reporting cycle for courses and programs; course reporting is done for each course and for each program once during each four-year cycle. The course and program reporting timelines are listed on the COC website ([IIA3-05](#), [IIA3-06](#)). CSLO assessment is on-going, done for every student, in every section of every course, for every fall and spring semester ([IIA3-07](#)). Currently, the eLumen platform houses the outcomes data, allows for clear mapping, and provides related outcomes analysis.

The LAPC Curriculum Committee (CC) reviews and updates course outlines as mandated by the College's Course Outline of Record (COR) update schedule ([IIA2-01](#)). The CC ensures that the COR for all approved credit and noncredit courses, including DE classes, include an addendum that describes the course-level SLOs and processes additions or revisions to course-level SLOs. This process will happen solely online via eLumen in the future; however, currently, this process is handled manually via online forms ([IIA1-13](#), [IIA1-12](#), [IIA1-14](#)). The College curriculum approval process also includes a technical review to ensure quality curriculum and SLO and PLO alignment ([IIA2-03](#)).

The College catalog has all degree and certificate programs with PLOs listed ([IIA3-08](#)). The PLOs are available in both eLumen and the catalog ([IIA3-09](#)). Departments are required to conduct CSLO/PLO/ILO mapping to align courses and programs to learning outcomes ([IIA3-03](#), [IIA3-07](#)). The Outcomes Coordinator supports the College by providing training opportunities regarding the SLO/PLO/ILO Mapping ([IIA3-04](#)), and the Outcomes Coordinator tracks all assessment completion data ([IIA3-10](#), [IIA3-11](#), [IIA3-12](#)).

LAPC students receive a course syllabus, in every class, that includes learning outcomes from the institution's officially approved course outline. All faculty are required to distribute a syllabus during the first week of class that includes the approved course Student Learning Outcomes, as indicated in the LACCD Administrative Procedure 4221 ([IIA3-13](#)). A component of the faculty evaluation process includes participation in the SLO assessment cycle and inclusion of Student Learning Outcomes in class syllabi ([IIA1-15](#)).

Analysis and Evaluation

The institution has institutional processes for approving, assessing, and evaluating outcomes for courses and programs. The Outcomes Committee, led by the Outcomes Coordinator, and the Curriculum Committee are effective leaders in ensuring the College follows these

procedures. Board Policy and faculty evaluations allow for accountability with outcomes and the syllabi.

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

Los Angeles Pierce College (LAPC) defines pre-collegiate level courses as non-transferable and/or not degree applicable, and these designations are made apparent to students in the General Catalog and on department webpages. To help students read and understand the various designations, the General Catalog provides a glossary of terms ([IIA4-01](#)).

In the General Catalog, classes are presented as the following:

- “UC:CSU:” Indication of the four-year system the course will transfer ([IIA4-02](#)).
- “CSU GE Area B4:” Transfer information following the course description.
- “NDA:” Non-degree applicable next to the course title.

Various academic departments also clearly present the pre-collegiate level courses and the transfer courses so that students are accurately informed of course levels ([IIA4-03](#), [IIA4-04](#), [IIA4-05](#), [IIA4-06](#)). All course information, including designations of pre-collegiate levels, is clearly stated in the Course Outline of Record (COR), which is publicly available ([IIA4-07](#), [IIA4-08](#)).

Non-transferable courses are classes that do not transfer to four-year institutions, such as the UCs and CSUs, but these classes may still be applicable to an Associate Degree (AA/AS). Non-degree applicable courses do not apply to an AA/AS degree.

In light of the California Assembly Bill 705, which asks that students have direct access to entering college-level courses, LAPC redesigned pre-collegiate math curriculum to accelerate students’ remediation learning and to help students proceed quickly into the transfer and/or degree path. English as a Second Language (ESL) also redesigned curriculum, and the non-credit ESL courses help students smoothly transition to the credit program and college-level courses ([IIA4-09](#), [IIA4-10](#), [IIA4-11](#), [IIA4-12](#), [IIA4-13](#), [IIA4-14](#), [IIA4-15](#), [IIA4-16](#), [IIA4-17](#)).

Students who enroll in pre-collegiate level courses have access to a variety of tools to help them succeed and advance to college-level curriculum, as the Center for Academic Success (CAS) provides extra support for students to gain college-level skills and knowledge so that all students, regardless of ability, can succeed in college-level courses ([IIA4-18](#)). Learning Skills courses are offered under the direction CAS, which provides general tutoring, course embedded tutors, a writing lab, and skills workshops ([IIA4-19](#), [IIA4-20](#)). ESL courses have an ESL tutoring specialist, a faculty member in charge of crafting tutoring programs, assigning course embedded tutors, and training tutors to assist ESL students ([IIA4-21](#)). English 28 students have access to course embedded tutors, general tutoring, and specialty workshops run through CAS, as well as access to Passport to English, a program designed to prepare them for transfer level work, and self-paced review modules run through Canvas ([IIA4-22](#), [IIA4-23](#)). Like ESL, English also has a

specialist, a faculty member designated to design support programs and coordinate English tutoring. Similarly, Math has a designated specialist in charge of training math tutors, assigning course embedded tutors, and designing support workshops ([IIA4-24](#)). The support offered to these students is available in-person as well as online.

Analysis and Evaluation

The College is dedicated to meeting the diverse educational needs of its students. The General Catalog, as well as various department webpages, present students with accurate information regarding pre-collegiate level courses and transfer information. A myriad of online and face-to-face support is offered to students who need extra support through the Center of Academic Success.

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

Los Angeles Pierce College (LAPC) follows all legal mandates for curriculum review and approval as stated in California Education Code, Title 5, Section 55063 of the California Code of Regulations and LACCD Board Policy 4100 ([IIA5-01](#), [IIA5-02](#)). The College also follows the standards set forth in the Program and Course Approval Handbook by the California Community Colleges Chancellor's Office (CCCCO), which presents best practices common to higher education ([IIA5-03](#)). The associate degree must be composed of a minimum of 60 semester units, of which at least 18 units must be in the major area or emphasis, and at least 18 units are in general education (GE). These requirements, that show alignment with Board Policy and the CCCCCO, are presented in the LAPC General Catalog ([IIA5-04](#)).

As outlined in LACCD Administrative Procedure 4100, the variety, breadth, quality, and rigor of the College's programs are decided through our curriculum process ([IIA5-05](#)). All degrees consist of units needed to meet the necessary 60 units for the major or field of focus, general education, and degree-applicable elective units, as required by AP 4100. The degrees and qualifications form the core of the requisite courses in a single field of study, enabling the subject to be covered in detail. Restricted electives, consisting of courses in the field of research or similar fields, may be available. Students must complete a minimum of 18 general education (GE) units for associate degrees, offering a range of expertise beyond the targeted major. For programs in the CTE area, input from advisory committees is used to develop programs and modify them, if necessary ([IIA5-06](#), [IIA5-07](#), [IIA2-10](#)). The CTE programs are designed for students to enter the workforce after completing a degree or certificate ([IIA5-08](#), [IIA5-09](#), [IIA5-10](#)).

As discussed in II.A.2, the College follows a curriculum process through the faculty led Curriculum Committee (CC) and participates in strong Comprehensive Program Review (CPR)

process. Not only does the CC and the CPRs ensure courses, degrees, and programs are appropriate in higher education, but also the College's articulation officer works to ensure the courses and programs offered by the College are appropriate length, breadth, depth, and rigor to be articulated at other institutions ([IIA5-11](#), [IIA5-12](#), [IIA5-13](#)).

Analysis and Evaluation

The College follows practices common to institutions of higher education in designing degree and certificate programs. All degrees require a minimum of 60 units. CTE programs receive annual feedback from advisory committees to ensure the required coursework and sequencing is appropriate to meet industry needs. All programs evaluate the needs and quality of programs through Comprehensive Program Review, and the curriculum process as well as the work done by the articulation officer illustrate the College's alignment with the Standard.

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

Los Angeles Pierce College (LAPC) assesses data and student need when scheduling courses so that students can complete certificates and degrees in a timely manner. These assessments happen through shared governance as well as at the department level. The Enrollment Management Committee (EMC), a Pierce College Council (PCC) sub-committee, works to evaluate student data so that departments and programs can make intentional scheduling choices ([IIA6-01](#), [IIA6-02](#), [IIA6-03](#), [IIA6-04](#)). EMC is the responsible entity for the Plan for Enrollment Management (PEM), and this plan, which aligns with the College's mission as well as Strategic Master Plan, outlines the goal of "Completion: Ensure scheduling allows for timely student completion" ([IIA6-05](#)).

Department chairs actively engage with data trends and student needs at the Academic Policy Committee, an Academic Senate sub-committee, as well as at Departmental Council ([IIA6-06](#), [IIA6-07](#)). Department chairs, in consultation with supervising deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study. To provide a variety of opportunities for students, classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online ([IIA6-08](#)). During the Comprehensive Program Review (CPR) process, departments are required to map course schedules to a two-year program; this mapping creates consistency and continuity to the scheduling process. The CPRs also ask departments and programs to analyze student data trends, such as degree or certificate trends as well as enrollment trends ([IIA1-05](#), [IIA1-04](#)). Programs are designed as two-year programs for students attending in full-time status. Programs, such as Registered Veterinary Technician, Nursing, and American Sign Language, provide information to students with a path to complete programs in timely manner on their department specific webpages ([IIA6-09](#), [IIA6-10](#), [IIA6-11](#)).

In fall 2019, LAPC launched the Program Mapper ([IIA6-12](#)). This program creates a clear, visual scheduling pattern for students; they explore and choose their Learning and Career Pathway and can make informed choices as they build their schedules. When a student clicks on the Pathway Humanities and Communication, they can choose a specific degree or certificate. Once a degree or certificate is chosen, a student can then explore the program learning outcomes, the salary, the growth and careers in that particular field, and the courses needed to complete the program. The Program Mapper also shows students the requirements and pathway to transfer to a four-year university. The Program Mapper allows students to understand the path in front of them, and the Mapper allows the College to follow a set scheduling pattern when designing schedules.

Analysis and Evaluation

The Program Mapper as well as individual departments provide scheduling paths for students to complete program requirements in a timely manner. Department chairs and deans, through consultations and Comprehensive Program Review, collaborate to ensure courses are scheduled so students may complete degrees and certificates. To further strengthen this area, the EMC investigates best practices for scheduling, follows a clear Enrollment Management Plan, and makes reports to PCC.

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

Embedded in the Los Angeles Pierce College's (LAPC) mission, goals, and values is a commitment to providing opportunities for access and success for all students ([IIA7-01](#), [IIA7-02](#)). Through the Guided Pathways Program Mapper, LAPC assists students in identifying and reaching their educational, career, and personal goals ([IIA6-12](#)). Once a student finds an appropriate path, a student can choose the type of class, online or live; the location, outreach locations or on campus; time, day, evening, or weekends. The College actively schedules courses in each delivery mode, and courses are offered as lecture, laboratory, or in a combination of lecture and laboratory. Courses are offered as late start as well as regular, semester length formats, allowing students to choose the speed and length of the class that best meets their individual needs ([IIA3-08](#)).

In addition to the variety in scheduling, the LAPC Outreach Program illustrates the College's commitment to providing students with numerous opportunities for educational growth ([IIA7-03t](#), [IIA7-04](#)). During the 2019-2020 year, LAPC offered courses in 16 high schools and offered 10 different courses, with 37 sections offered in fall 2019 and 22 sections in spring 2020. In fall 2019, 680 students were enrolled, and in spring 2020, 62 students were enrolled.

Students can also find numerous services and programs to aid their educational journey. Learning support services and programs fundamentally reflect the diverse and changing student needs. Students can participate in The Program for Accelerated College Education (PACE), The Umoja Program Special Services, the Health Center, the International Office, Center for Academic Success, Pierce Library, Undocumented Student Support, UMOJA program, CalWORKs, Veterans Office, EOP&S, Foster Youth Support, and related student services ([IIA7-05](#)). Services for counseling, orientation, assessment, tutoring, career transfer center, and the library are available to students on campus and online (918). Additionally, Pierce Extension and Encore, and the noncredit program for older adults serve the community at-large ([IIA7-06](#)).

The Center for Academic Success bridges the gap between teaching methodologies and learning support. As detailed in II.B.1, the Center for Academic Success provides free, accessible, and equitable tutoring and even moved all tutoring services online during the 2020-2021 global pandemic ([IIIA7-07](#)).

These services and programs do not operate in a silo. For example, the Student Success Committee's goals for the 2019-2020 year were to expand awareness and participation in Student Equity Programs and Services, as these services and programs are clearly imperative to support overall student success ([IIA7-08](#)). The 2021 Student Success Conference creatively created Zoom "speed dating," which allowed faculty and staff to listen to 15-minute presentations on the services and programs provided on the campus ([IIA7-09](#)). The Guided Pathways Retention Team also created a guide of the services and programs LAPC offers ([IIA7-10](#)). This guide is dynamic and will be updated regularly, and it is widely distributed to the campus community ([IIA7-11](#), [IIA7-12](#)). The College continues to innovate ways to inform faculty and staff so that they are better equipped to help students navigate all the campus resources available.

To additionally support students, faculty actively engage in professional development activities to enhance their ability to meet the needs of all students ([IIA7-13](#)). Professional development opportunities encourage faculty to improve their pedagogy and support equity. For example, LAPC has created "One Book One Campus," and these events, and other events as well, bring together faculty and students to explore complex issues such as racial injustice ([IIA7-14](#), [IIA7-15](#), [IIA7-16](#)).

The College also supports faculty training for Distance Education pedagogy ([IIA7-17](#)). If faculty cannot make the live workshop/webinar, faculty are encouraged to watch the recorded meetings to gain more knowledge about best practices in online education ([IIA7-18](#)). Humanizing online learning and making the online environment accessible to all learners are important courses offered to faculty; course design and syllabus design are also key components to equitable and accessible online education. The College has institutionalized Peer Online Course Review (POCR) as well as the Cultural Curriculum Audit. Faculty are encouraged to participate in these professional opportunities as ways to engage and enrich the educational environment for students ([IIA7-19](#), [IIA7-20](#), [IIA7-21](#)). Providing a myriad of learning opportunities for faculty in a rapidly changing world of technology supports overall student success and underscores the College's mission.

Analysis and Evaluation

LAPC is a student-centered learning institution that offers excellent opportunities for access and success in a diverse college community ([IIA7-02](#)). The student equity plan follows years of intensive collaborative work at LAPC focused on bridging the achievement gaps in our disproportionately impacted students ([IIA7-22](#)). For over a decade, LAPC has been developing, piloting, and scaling success and equity-minded programs, services, and practices that advance the college mission, goals, and values. Evident through its practices, LAPC has historically lived up to its mission to reach out to and serve traditionally underrepresented college students as stated in its mission statement: “We are committed to providing caring, equitable services to help our diverse students as well as our local community achieve their goals and thrive in a rapidly changing world.”

- | |
|---|
| 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

No department or program offers department-wide course and/or program examinations.

Analysis and Evaluation

This standard does not apply to LAPC.

- | |
|---|
| 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

Los Angeles Pierce College (LAPC) awards degrees in accordance with Board Policy 4100 and Administrative Procedure 4100 ([IIA1-09](#), [IIA5-05](#)). In addition to Board Policy and Administrative Procedure, the Program and Course Approval Handbook, produced by the California Community College Chancellor's Office (CCCCO) contains information regarding local degrees, which acts as a guide for LAPC and reflects accepted norms in higher education ([IIA5-03](#)).

As detailed in I.A.1, LAPC currently offers 143 degrees and certificates, including Associate in Arts for Transfer Degree (AA-T), Associate in Science for Transfer Degree (AS-T), Associate of Arts (AA), Associate of Science (AS), Certificate of Achievement (C), and Skills Certificate (SC). All degrees and certificates have defined program learning outcomes (PLOs), which are

included in the college catalog ([IIA9-01](#)). Course-level student learning outcomes (CSLOs) are outlined in the Course Outline of Record (COR), presented in each class syllabus, and mapped to the PLOs ([IIA9-02](#), [IIA9-03](#), [IIA9-04](#), [IIA1-12](#), [IIA1-13](#), [IIA1-08](#)). As discussed in II.A.1, LAPC ensures that course credits, degrees, and certificates are awarded based on students' attainment of learning outcomes, as evidenced by the regular assessment of student learning outcomes (SLOs), course reports, and Program Learning Outcomes (PLOs) [[IIA1-20](#), [IIA1-19](#), [IIA1-17](#), [IIA1-23](#), [IIA1-22](#)].

LAPC adheres to Board Policy 4020 and Administrative Procedure 4020 to calculate the hours and credits formula ([IIA1-09](#), [IIA1-16](#)). This formula aligns with the Program and Course Approval Handbook by the CCCCCO ([IIA5-03](#)), and the Curriculum Committee's Technical Review verifies accuracy of the CORs, which requires calculations of units and hours as well as SLO-PLO alignment ([IIA1-12](#), [IIA2-03](#)).

Analysis and Evaluation

LAPC awards course credit, degrees, and certificates based on student attainment of learning outcomes, as evidence by the curriculum process as well as by adherence to Board Policy and Administrative Procedure. The College does not award credit based on the clock-to-credit hour conversion formula, as LAPC follows Board Policy and Administrative Procedure regarding credit hours.

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

The Los Angeles Community College District's Administrative Procedures detail the types of credit the College accepts.

| Administrative Procedure (AP) | Description |
|--------------------------------------|--|
| AP 4051 (IIA10-01) | <ul style="list-style-type: none"> • Credit for coursework completed at U.S. regionally accredited postsecondary institutions • Credit for courses from institutions outside the United States |
| AP 4052 (IIA10-02) | <ul style="list-style-type: none"> • Articulation of high school course for credit • Dual Enrollment courses • Adult Education Consortium courses |
| AP 4236 (IIA10-03) | <ul style="list-style-type: none"> • Advanced Placement Credit |

| | |
|--------------------------------------|--|
| | <ul style="list-style-type: none"> • Military Credit |
| AP 4237 (IIA10-04) | <ul style="list-style-type: none"> • International Baccalaureate Credit |
| AP 4238 (IIA10-05) | <ul style="list-style-type: none"> • CLEP Credit |

Students are informed about the transfer credit policy in the college catalog and the Counseling Department Website, which outlines the transcript evaluation process ([IIA10-06](#), [IIA10-07](#), [IIA10-08](#)).

The College maintains articulation with California public universities as well as private and out-of-state colleges and universities. Articulation agreements with California private and independent colleges and universities as well as some out-of-state universities are posted on the College's Website ([IIA10-09](#)). The Transfer Center website includes information on UC transfer, CSU transfer, Private and Out-of-State transfer information ([IIA10-10](#), [IIA10-11](#)).

The Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Plan (CSU GE Plan) can be found in both the catalog and on the Transfer Center and Counseling websites ([IIA10-12](#), [IIA10-13](#)). Pierce has 2,124 CSU transferable courses; 1,236 UC transferable courses ([IIA10-14](#)); 824 CSU GE approved courses and 534 IGETC approved courses ([IIA10-15](#)). The Articulation Officer is a voting member of the Curriculum Committee, updates articulation agreements annually, submits courses for IGETC and CSU GE review, and establishes course-to-course articulation agreements, all to maintain mobility of students as well as empower students, as indicated in the mission. There is a standing agenda item each meeting for the Articulation Officer's report ([IIA10-16](#)).

LAPC uses the state-wide course designation program (C-ID) for course substitutions for applicability to Associate Degrees in Transfer, major coursework for Associate Degrees and Certificates, and local LAPC GE pattern.

The LAPC process requires that a student sees a counselor for preliminary review of coursework for applicability towards IGETC, CSU GE, LA Pierce GE and Competency ([IIA10-17](#), [IIA10-18](#), [IIA10-06](#)). Those courses are then submitted to the Articulation Officer for the final review and approval and/or denial. Counselors and the Articulation Officer consider content and objectives of courses, which may include learning outcomes. The results are posted on the LAPC public site for students, counselors, and graduation office evaluators to use ([IIA10-19](#)).

For coursework towards an associate degree or certificate, a student sees the department chair or designee for review of the courses. The Department Chair considers prerequisites, content, and objectives, which may include learning outcomes as a part of the evaluation. The approval/denial is submitted to the Articulation Officer, and the approval/denial is then forwarded on to the graduation office. For most students, the petition is saved in the individual student's file. However, the petitions with courses that apply to all students are posted to the LAPC website.

Analysis and Evaluation

The College clearly presents information regarding transfer of credits to students via the General Catalog as well as through the LAPC website., LAPC diligently works to maintain articulation agreements to facilitate the mobility of students.

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

Los Angeles Pierce College (LAPC) student learning outcomes are, appropriate to the program level, included in all programs. LAPC uses an outcomes structure of institutional learning outcomes (ILOs), program learning outcomes (PLOs), and course-level student learning outcomes (CSLOs) to ensure that students are learning communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage in diverse perspectives.

In fall 2017, the College Outcomes Committee (COC) reviewed and changed the structure of mapping for the General Education Learning Outcomes (GELOs), PLOs, ILOs, and CSLOs. The COC realized that outcomes listed in the GELOs were identical to the outcomes listed for the General Studies programs and the ILOs. Therefore, to eliminate this redundancy, the COC elected to reclassify the GELOs in favor of simplifying the process ([IIA11-01](#), [IIA11-02](#), [IIA11-03](#)). The PLOs for General Studies are now listed as PLOs-GE. In addition, the mapping of CSLOs was modified. Instead of mapping CSLOs to PLOs and also to GELOs, the CSLOs now map directly to ILOs and to appropriate PLOs ([IIA9-02](#)).

The College presents institutional learning outcomes (ILOs) to all students through the general catalog ([IIA11-04](#)). The ILO skills, communication, critical thinking, research and information literacy, civic responsibility and ethical reasoning in a diverse society, quantitative analysis and scientific reasoning, arts and cultural awareness, and occupational and professional readiness, illustrate the College's commitment providing foundational knowledge to students.

In addition to ILOs, all programs have program learning outcomes (PLOs), and all PLOs must be aligned to ILOs. Course student learning outcomes (CSLOs) map directly to ILOs and to appropriate PLOs ([IIA9-02](#)). This mapping structure results in meaningful data for ILOs and PLOs. The course outline of records (CORs) establish the mapping process of CSLOs to PLOs and ILOs ([IIA1-12](#)). At least one CSLO, for all courses, must now be mapped to at least one ILO ([IIA1-13](#)).

The general education requirements and the degree requirements, in addition to the outcomes structure, reinforce a student's learning of foundational skills. Students are informed of ILOs, PLOs, and CSLOs in a myriad of ways. As mentioned, the ILOs are available through the General Catalog, and PLOs, along with degree requirements, are listed in the General Catalog ([IIA9-01](#)). Students can even view PLO Data Reports via the OIE web page. Students are given a syllabus for each class, and the CSLOs are required to be listed on the syllabi ([IIA11-05](#),

[IIA11-06](#), [IIA6-07](#), [IIA11-07](#)). When students meet with counselors, students are informed of General Education Requirements and Program Requirements ([IIA11-08](#) , [IIA11-09](#), [IIA11-10](#), [IIA11-11](#)).

Analysis and Evaluation

All degrees of the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through program learning outcomes, through meeting general education requirements, through the institutional learning outcomes, through program learning outcomes, and through student learning outcomes. Certificates in the CTE area include these outcomes, as appropriate to the program, and include program-specific skills needed to enter the workforce.

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

Los Angeles Pierce College (LAPC), in adherence to the LACCD Board Policies and Administrative Procedures, requires a component of general education of all its degree programs ([IIA5-05](#), [IIA5-02](#), [IIA12-01](#), [IIA12-02](#)). The general education philosophy is reviewed and ratified every year through the Curriculum Committee and Academic Senate and is published in the College's general catalog ([IIA12-03](#), [IIA12-04](#), [IIA12-05](#)).

The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, which is based upon student learning outcomes and competencies appropriate to the degree level ([IIA1-12](#)). The College has identified seven Institutional Learning Outcomes (ILOs), and all courses must be mapped to at least one ILO ([IIA11-04](#), [IIA1-13](#)). The seven Institutional Learning Outcomes include communication, critical thinking, research and information literacy, civic responsibility and ethical reasoning in a diverse society, quantitative analysis and scientific reasoning, arts and cultural awareness, and occupational and professional readiness. Course outlines of records are updated on a six-year cycle through the Curriculum Committee to ensure academic rigor ([IIA1-16](#)).

LAPC has three general education options. The first option is locally defined, the LACCD General Education Plan; the second option is the California State University General Education plan, CSU-GE patterns; and the third option is the Intersegmental General Education Transfer Curriculum, IGETC-GE patterns. Students pursuing an Associate of Arts for Transfer or an

Associate of Science for Transfer must complete the CSU GE pattern or IGETC pattern. For courses to be included in the CSU GE pattern, the course must meet the requirements set forth in Article 4 of the CSU Executive Order ([IIA12-06](#)). For courses to be included in the IGETC pattern, the course must meet the requirements set forth in the IGETC standards ([IIA12-07](#)). For the CSU General Education (CSU-GE) pattern, the courses are initially locally recommended for GE area placement, requested by the College's Articulation Officer, and approved by the respective system. Course inclusion in the LACCD general education plan is reviewed and approved by the College's Curriculum Committee and Academic Senate ([IIA12-08](#), [IIA12-09](#), [IIA12-10](#), [IIA12-11](#)).

Analysis and Evaluation

As described in the general College catalog, the College requires a component of general education of all degree programs. The College's curriculum process relies on faculty expertise to align courses with the GE requirements. Courses undergo regular review and approval by the Curriculum Committee and the articulation officer before being included in the GE pattern and published in the catalog.

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

As described in II.A.9, the Los Angeles Community College District (LACCD) Board Policy 4100 and Administrative Policy 4100 mandates that each associate degree offered at Los Angeles Pierce College (LAPC) requires a major, an area of focused study or an area of emphasis ([IIA5-02](#), [IIA5-05](#)). Students must complete 18 units in a major or area of emphasis to complete a degree. Each degree consists of a pattern of courses beginning with introductory concepts and leading to more in-depth topics. A degree is awarded upon successful completion of a minimum of 60 units, which includes requirements in a major or area of emphasis, general education, competency requirements, scholarship requirements, and electives, if needed. All degrees have defined program learning outcomes (PLOs), and each individual course has student learning outcomes (SLOs) clearly presented in the Course Outline of Record (COR), and the SLOs are outlined in each course syllabus ([IIA1-12](#), [IIA1-13](#), [IIA1-08](#)).

LACCD Administrative Procedure 4020 outlines procedures for development and approval of educational programs and options, and LAPC adheres to Board Policies and Administrative Procedures set forth by the District ([IIA1-16](#)). Each new degree or certificate originates with expert faculty developing curriculum, as evidenced through the curriculum process (3062). The CORs ensure alignment between institutional learning outcomes, program learning outcomes, and student learning outcomes, and the CORs present the course's objectives, including mastery of key theories and practices within a field of study ([IIA13-01](#)). All new programs present at Educational Policy Committee and cycle through the Curriculum Committee ([IIA1-25](#)).

Analysis and Evaluation

The College adheres to Board Policy and Administrative Procedure to ensure the degrees and programs provide focused study in an area of inquiry. In addition, the College curriculum development process with the Course Outline of Record highlights the alignment of focused study in at least one area of inquiry within a degree program.

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

Students completing career-technical certificates and degrees demonstrate competency that meets employment standards as well as other applicable standards, and the College's Career and Technical Education (CTE) programs employ a variety of strategies to ensure students attain the necessary knowledge and technical skills for them to attain the necessary preparation for practice and licensure/certification. A program's curriculum is based on relevant and current professional standards with an emphasis on enabling the student to successfully attain employment.

Factors promoting the integrity of instruction include professional continuing education of faculty, consistent faculty engagement within the industry through seminars and conferences, and the inclusion of faculty recently employed within the discipline ([IIA14-01](#), [IIA14-02](#), [IIA14-03](#), [IIA14-04](#)). Ongoing congruence with professional and industrial benchmarks is achieved by CTE programs through yearly, at minimum, participation in local advisory committee meetings to interact with community members from specific areas of service ([IIA2-10](#), [IIA14-05](#)).

Career and technical degree and certificate programs undergo program review every two years to ensure the quality and currency of their courses and outcomes ([IIA14-06](#), [IIA2-06](#), [IIA1-04](#)). The review process allows programs to critically view program progress and outcomes and indicate areas requiring modification.

Several programs at the College are subject to review by external agencies such as Automotive Service Technology by the Bureau of Automotive Repair (BAR), Nursing by the California Board of Registered Nursing (BRN), and Registered Veterinary Technology (RVT) by the American Veterinary Medical Association (AVMA) [[IIA14-07](#), [IIA14-08](#)]. Specific programs must conform to regulations and mandates of while preparing students to successfully achieve licensure or certification for employment following program completion. Examples of programs requiring students to achieve licensure or certification prior to employment include Addiction Studies (CCAPP, CAADE), Automotive Service Excellence (ASE), Nursing (NCLEX-RN), RVT (CaVMB) [[IIA14-09](#), [IIA14-10](#), [IIA14-11](#)].

Analysis and Evaluation

Faculty members in CTE programs work with industry professionals, through advisory boards and through professional development opportunities, to align programs with industry standards, and some CTE programs are vetted through accrediting agencies. CTE programs complete the comprehensive program review process every two years to ensure a program's currency. Students in CTE programs are prepared for licensing exams conducted by external agencies.

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

Los Angeles Pierce College (LAPC) adheres to LACCD Administrative Procedure (AP) 4100, which outlines catalog rights for students ([IIA5-05](#)). If a student maintains continuous attendance, as defined by AP 4100, a student may complete program requirements under the catalog in effect when they enter the College, under the catalog in effect when they graduate, or in any year in between.

The College, as outlined in BP/AP 4021, conducts viability review for programs ([IIA15-01](#), [IIA15-02](#)). The Educational Planning Committee (EPC), a sub-committee of the Academic Senate, has purview over viability review ([IIA15-03](#)). In 2020, EPC evaluated the viability review process and updated the viability document. The new viability review template, approved by the President, ensures that viability review is triggered by comprehensive data metrics, and the President approved this new procedure ([IIA1-25](#), [IIA15-04](#)).

Through a partnership with the Office of Institutional Effectiveness (OIE), EPC now shares data on success measures with each program or department every year. This success data is also publicly available for viewing via the OIE website ([IIA1-01](#)). Using this success data, EPC identifies programs not achieving four out of five or five out of five success measures. These programs are then asked to write a self-study and improvement plan. EPC convenes and evaluates the self-study and improvement plan and decides if to establish a viability review taskforce. The membership of a viability taskforce is faculty and administrators ([IIA1-25](#)). Once the taskforce reviews the reports and data, the taskforce presents findings to EPC. If the taskforce recommends to discontinue a program, the public is notified and plans for student completion of the program commence.

Since its last accreditation visit, the College has discontinued four programs through its "Program Discontinuance by Faculty Request Fast-Track Viability" process.

- Spanish AA Degree (2019)
- Photojournalism Certificate (2017)
- Agriculture Technology and Science: General Certificate (2017)
- Environmental Science AA Degree (2019)

In these instances, the College made appropriate arrangements so that enrolled students could complete their education in a timely manner with a minimum of disruption. Appropriate arrangements for students to complete a program are outlined in the Program Discontinuance Request Form ([IIA15-05](#), [IIA15-06](#)).

Analysis and Evaluation

The College maintains a clear and focused viability review process and follows all Board Policy and Administrative Procedures set forth by the Los Angeles Community College District. The College ensures that students in discontinued programs may complete their education in a timely manner.

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

As described in I.A.3 and I.B.3, Los Angeles Pierce College (LAPC) maintains a robust program review process that regularly improves the quality and currency of all instructional programs. In 2020, the College adopted a new comprehensive program review process (CPR) whereby each program or department submits a CPR every four years. Each subsequent year programs and departments submit the CPR with updates to data, staffing, resources, progress of goals, and the program review process.

Career and Technical Education programs (CTE) complete the CPR every two years, with the subsequent year updating and analyzing key indicators. In addition to the thorough CPRs, the CTE programs also meet with advisory boards to ensure each program's quality, accuracy, and currency ([IIA14-05](#), [IIA2-10](#), [IIA2-09](#)).

Program review follows the College's integrated planning calendar, which illustrates the College's systematic approach to planning, evaluation, and improvement ([IIA16-01](#)). As described in I.B.1, I.B.2, and II.A.1, the yearly evaluation and analysis of student learning outcomes (SLOs) underscores the College's goal of constant improvement. The College also follows a cycle of evaluation for course reports and program learning outcomes (PLOs), which, again, highlights the College's commitment to constant improvement of programs and student achievement ([IIA3-07](#)).

Standard II.A.2 explains how faculty exercise collective ownership of the curriculum process, including the Course Outline of Record (COR) and viability review. The Curriculum Committee's COR procedure highlights the College's efforts to improve the accuracy and currency of a program. CORs are systematically updated on a six-year cycle, per LACCD Board Policy and Administrative Procedure ([IIA1-09](#), [IIA1-16](#)), and all courses must have the program learning outcomes and the student learning outcomes aligned ([IIA1-13](#)).

Community services classes, through the Pierce Extension office, are approved by the LACCD governing board ([IIA16-02](#), [IIA16-03](#)). These fee-based classes are special classes for the community, and all extension classes are evaluated via student survey at the end of the course ([IIA16-04](#)).

All noncredit courses have defined student learning outcomes. Noncredit SLOs are assessed via survey and the results are used for improvement ([IIA16-05](#), [IIA16-06](#), [IIA16-07](#), [IIA16-08](#)).

Analysis and Evaluation

Program review, assessment of student learning outcomes, and curriculum development are vehicles for College-wide improvement.

Conclusions on Standard II.A. Instructional Programs

As the College's mission states, Los Angeles Pierce College strives to engage, enrich, and empower students, and to fulfill this mission, LAPC provides instructional programs that are conducted with quality and rigor appropriate to higher education. These programs lead to achievement of degrees, certificates, and employment, and the College evaluates and improves the currency and quality of these programs. Faculty exercise collective ownership over the curriculum process as evidenced by the curriculum committee's work, the process for the course outlines of record, and the comprehensive program review process. The institution outlines processes for collecting and assessing outcomes, and these outcomes are clearly presented to students via course syllabi to aid their growth in a course.

Evidence List

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B. Library and Learning Support Services

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

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) works to ensure that the library and learning support services are available for students in all the educational programs offered at the College. Utilizing both on-campus and online tools, the library and Center for Academic

Success (CAS) provide students the opportunity to enhance their learning as well as achieve academic success.

The library serves as a hub of learning on the College campus. Students have a myriad of ways of accessing the library services, and regardless of location, students are supported by library services. The physical library is open an average of 63.5 hours a week ([IIB1-01](#)), and students, as well as faculty and staff, have remote access to library services 24 hours a day through the library's website. The library services are current and robust, as evidenced by the table below.

LIBRARY SERVICES

| Type of Service | Short Description |
|--|--|
| Reference Services | <ul style="list-style-type: none"> • Live reference service by a LAPC librarian with a master's degree in library and information studies whenever the library is physically open (IIB1-02). • Virtual reference via the Academic 24/7 consortium of librarians (IIB1-03). • Reference services primarily provided to institution's students and faculty, but also to other staff, administrators, and community members (IIB1-04). • During the 2018-19 academic year, over 5,500 reference transactions provided via both in-person and online formats. |
| Instruction to directly support academic departments | <ul style="list-style-type: none"> • Instructional sessions to teach students how to develop a library search and locate and cite a variety of educational resources (IIB1-05). • Information sessions provided in dedicated library smart classroom when the building is open, as well as some sessions in instructor's regular classrooms. • During the current Covid pandemic, instruction is provided via live sessions with a librarian and via prepared tutorials including videos and quizzes (IIB1-06). • During 2018-19, the library provided 270 course-specific instructional sessions (IIB1-01). |
| One-on-one research appointments with librarians | <ul style="list-style-type: none"> • One-on-one research appointments between students and LAPC librarians lasting approximately 30 minutes to support students who need extended research assistance (IIB1-07). |
| For-credit library science courses | <ul style="list-style-type: none"> • Library Science 102 courses offered each semester to teach students research skills (IIB1-08). • Includes outcomes related to information. competency and assesses student competence (IIB1-09). • Offered as both online or face-to-face course. • During 2018-19, four sections of Library Science courses taught. |
| Workshops | <ul style="list-style-type: none"> • Offered toward the end of each semester on skills most important to students for completing their research projects, including starting and completing their research papers and how to properly cite sources (IIB1-10, IIB1-08). • During 2018-19, 44 separate workshops taught. |

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| Library Print Collection | <ul style="list-style-type: none"> • Over 74,000 print volumes on subjects supporting the various academic departments on campus. • Over 35 Journals and magazines, as well as daily newspaper subscriptions. • An archive of over 70 print journals that circulate to students. • During 2018-19, over 6,000 print book title circulation transactions and 11,500 reserve book transactions. |
| Library Databases and E-book Collections | <ul style="list-style-type: none"> • 70 online resources (databases) available to students and instructors from library computers or remotely using e-proxy to authenticate remote users. • Over 260,000 electronic books via online databases. |
| Computer Lab and Reference Computers | <ul style="list-style-type: none"> • 110 computers in the computer lab located inside the library. • 20 computers in the reference area for academic and database access use. • Wifi • 40 computers in the smart classroom. • 2 copy stations with four printer copiers (one with color capability). • Over 100 Microsoft Surface laptops available for student checkout (IIB1-11). |
| Group Study Rooms | <ul style="list-style-type: none"> • Eight group study rooms with whiteboards. Configured to sit between 6-10 students per room. |
| Study Spaces | <ul style="list-style-type: none"> • Seating for 800 students. This seating includes study carrels, reading tables, couches, and benches. |
| Support Services for Special Services Students | <ul style="list-style-type: none"> • Dedicated task room for students with disabilities. |

The CAS assists students in achieving their academic goals by offering services to fit the diverse needs and variety of ability levels of students. The hours of operation, on average, are from 9:00am to 5:30pm Monday through Thursday and Friday from 10:00am-2:00pm. During the COVID-19 pandemic, the CAS was able to move services online quickly and efficiently, which shows the continuing level of commitment the College has to providing students with educational support.

CAS SERVICES

| Type of Service | Short Description |
|------------------------|--|
| General Tutoring | <ul style="list-style-type: none"> • Online and face-to-face tutoring provided (IIB1-12). • 10-50 general tutors, based on number of sections and level of funding (IIB1-13, IIB1-14). • Up to 40 subjects covered. |
| Embedded Tutoring | <ul style="list-style-type: none"> • Online and face-to-face tutoring provided (IIB1-12). • “Gatekeeper” (high enrollment, low success) courses targeted. |

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| | <ul style="list-style-type: none"> • 50-100 tutors, depending on number of sections and available budget (IIB1-13). • Subjects include science (biology, anatomy, chemistry), social science and humanities (sociology, history, philosophy), economics, accounting, for example. • Tutors are embedded in labs, classrooms, office hours, Canvas shells, and anywhere else we might find students. |
| English, Math, and ESL Tutoring | <ul style="list-style-type: none"> • Online and face-to-face tutoring provided. • 50-100 tutors, depending on number of sections and available budget. • Tutors embedded in classrooms, office hours, Canvas shells, and anywhere else we might find students. |
| Workshops | Online and face-to-face workshops offered in English, math, ESL, and study skills. We offered approximately 100 workshops in fall 2020 (IIB1-15). |
| Writing Lab | When we are in person, students can work on a physical computer in a lab on their papers while English and ESL faculty and tutors circulate the lab and answer questions. The Classroom/Writing Lab houses 39 computers. |
| Computer Lab | When we are in person, students can work independently or with a tutor on a computer to type papers, complete homework, or do research. The Open Computer Lab houses 17 computers. |
| Internships | Graduate students can volunteer as a tutor or program assistant, online or in person. CAS will have two interns in spring 2021 (IIB1-16). |
| Online Paper Drop Off | Online adaptation of writing lab. Students drop off a paper and get video feedback within one working day (IIB1-17). |
| Statistics Lab | Students can attend 30-minute stat workshops through the day Monday through Thursday (IIB1-18 , IIB1-19). |
| Communication Café | Weekly discussion groups where students can practice their English with trained discussion leaders: online and face-to-face (IIB1-20). |
| ESL Book Club and Discussion Groups | Weekly discussion groups, online and face-to-face, where students can practice their English discussing literature and current events. CAS offered 14 sessions in fall 2020 (IIB1-21 , IIB1-22). |
| Asynchronous, static learning support materials | Online and face to face resources include videos, handouts, charts, and directed learning activities to be used in tutoring sessions and outside of tutoring sessions (IIB1-23). |
| On-campus student jobs and training | Provide paid and volunteer tutoring opportunities and training for between 100 and 200 tutors per semester, depending on the number of courses offered and our budget. Students learn principles of pedagogy, peer support, and culturally responsive support (IIB1-16). |
| Learning Skills Class | 3-unit, 4-hour classes that are designed to support students who would like supplemental academic support for their English and ESL classes (IIB1-24). |

The Umoja program is an academic learning community and resource dedicated to enhancing the cultural and educational experiences of African American students and others. Umoja advances academic excellence, community building, and student leadership as its program goals ([IIB1-25](#)).

Students enroll in a yearlong program, where they participate in a learning community with Umoja trained professors. Some program participants may not be enrolled in Umoja linked classes but participate in program activities and utilized services sponsored by the program. The Umoja community allows for strong bonds to be developed by students, professors, mentors, and counselors. Umoja is of particular interest and relevance to LAPC because it addresses specific needs and goals for African American/Black, Latino, male, and/or low-income students, as documented in the LAPC Student Equity and Achievement Program Plan ([IIB1-26](#)).

UMOJA SERVICES

| Type of Service | Short Description |
|--|---|
| Counseling services | Specialized counseling services by Umoja-trained counseling faculty. The faculty provide culturally competent academic, career, and personal counseling (IIB1-27). |
| Embedded Tutoring | <ul style="list-style-type: none"> Online and face-to-face tutoring in Umoja learning community classes. Partnership with CAS to provide tutors that are embedded in labs, classrooms, office hours, Canvas shells, and anywhere else students are present (IIB1-28). |
| Direct student support | Direct student support such as textbook assistance, laptop loans, scientific calculator loans, and food pantry (IIB1-29). |
| Learning Community Classes | A year-long program in which students take linked classes offered by Umoja trained professors. Instruction is in the content area focused on intentionally tracing the historical, political, and cultural lines emerging from Africa. |
| On-campus student jobs and training | Paid and volunteer opportunities, as well as trainings. Students learn about how to provide, utilize, and identify culturally responsive support (IIB1-30). |
| Workshops, guest speakers, panel discussions | Student success workshops to further implementation of successful learning strategies and inspire community building. We also provide guest speakers and panel discussions that highlight African American/Black professionals in fields they are historically underrepresented (IIB1-31). |

Analysis and Evaluation

The LAPC Library, Center for Academic Success, and Umoja Program offer both online and on-campus resources to support student learning through a variety of methods, including offering accessible databases, study spaces, embedded tutoring, workshops, and culturally competent counseling. Through regular and routine training, outreach, and communication, the College continues to improve and assess its support services to ensure they are sufficient in quantity, currency, and variety.

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|--|
| 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

The Library, Center for Academic Success (CAS), and UMOJA provide the expertise to provide students with the educational equipment and materials to succeed in their educational goals.

Library

Faculty librarians make informed decisions regarding selections of equipment and materials to support student learning. The library collection is comprised of print volumes, online books, periodical subscriptions, and electronic resources for on-campus and off-campus use, as described in I.B.1. Also detailed in I.B.1 are the available resources, such as computers and workshops, to aid students in their educational journeys.

The acquisition process allows the library to respond directly to course curriculum and departmental needs. The library regularly asks faculty for recommendations for book purchases ([IIB2-01](#)). Faculty are also encouraged to provide copies of textbooks so that students have access to these materials in the Instructor Reserve Section of the library ([IIB1-05](#)).

The Curriculum Committee course approval process also validates that the library has the most current and appropriate resources to support courses and programs. Section VII.5 E of the course outline of record (COR) asks the course initiator to provide notes on any additional resources to be considered for purchase and asks the course initiator to consult with the College librarian ([IIB2-02](#), [IIB2-03](#)). The library department chairperson is a standing member of the Curriculum Committee Technical Review Subcommittee, and every COR requires a library representative's review and acknowledgement that adequate resources are available ([IIB2-04](#)).

The library purchases new materials according to the Collection Development Policy ([IIB2-05](#)). GOBI Library Solutions is used to discover new titles in specific disciplines. As new physical books are added, older materials are removed due to the library's limited shelf space.

One Pierce librarian sits on the statewide CCL-EAR (Council of Chief Librarians, California Community Colleges Electronic Access and Resources) committee, which keeps abreast of new database offers and subscription changes, helping to inform the library's decision-making process regarding database subscriptions ([IIB2-06](#)).

The library requests (and receives) sufficient funding for library materials through the annual Program Review process.

The College's mission to help students achieve their goals and thrive in a rapidly changing world. To stay abreast in the College's changes, a library representative holds a seat on the Technology Committee as well as a permanent seat on the Distance education and Instructional Technology Committee (DEITC) ([IIB2-07](#), [IIB2-08](#)).

Center for Academic Success (CAS)

The CAS provides students with a space that makes a positive impact on people's lives. As described in the LAPC mission, the College provides caring, equitable services, and the CAS uses its workshops, Learning Skills classes, tutoring (both general tutoring and embedded tutoring), the English Writing Lab, and general computer lab to ensure caring and equitable services. The director of CAS works with faculty to purchase course specific materials that will help students engage with the material, such as anatomy models, rocks, globes, charts of elements and microscopes. Tutors as well as students can check out these materials from the front desk for studying purposes. Laptops, projectors, slide advancers, document cameras, projector screens, and other relevant equipment are also available for workshops and tutoring.

Umjoa

To further support engaging, enriching, and empowering students, as stated in the College mission, the Umjoa program provides students with laptops as well as a physical space to achieve their goals ([IIB2-09](#), [IIB2-10](#), [IIB2-03](#)).

Analysis and Evaluation

The faculty and librarians at the LAPC Library, Center for Academic Success, and Umoja Program collaborate with colleagues at the College and select educational equipment and materials. These materials and services include updating and maintaining accessible computer labs, workshops, and the lending and use of laptops, and instructional models.

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

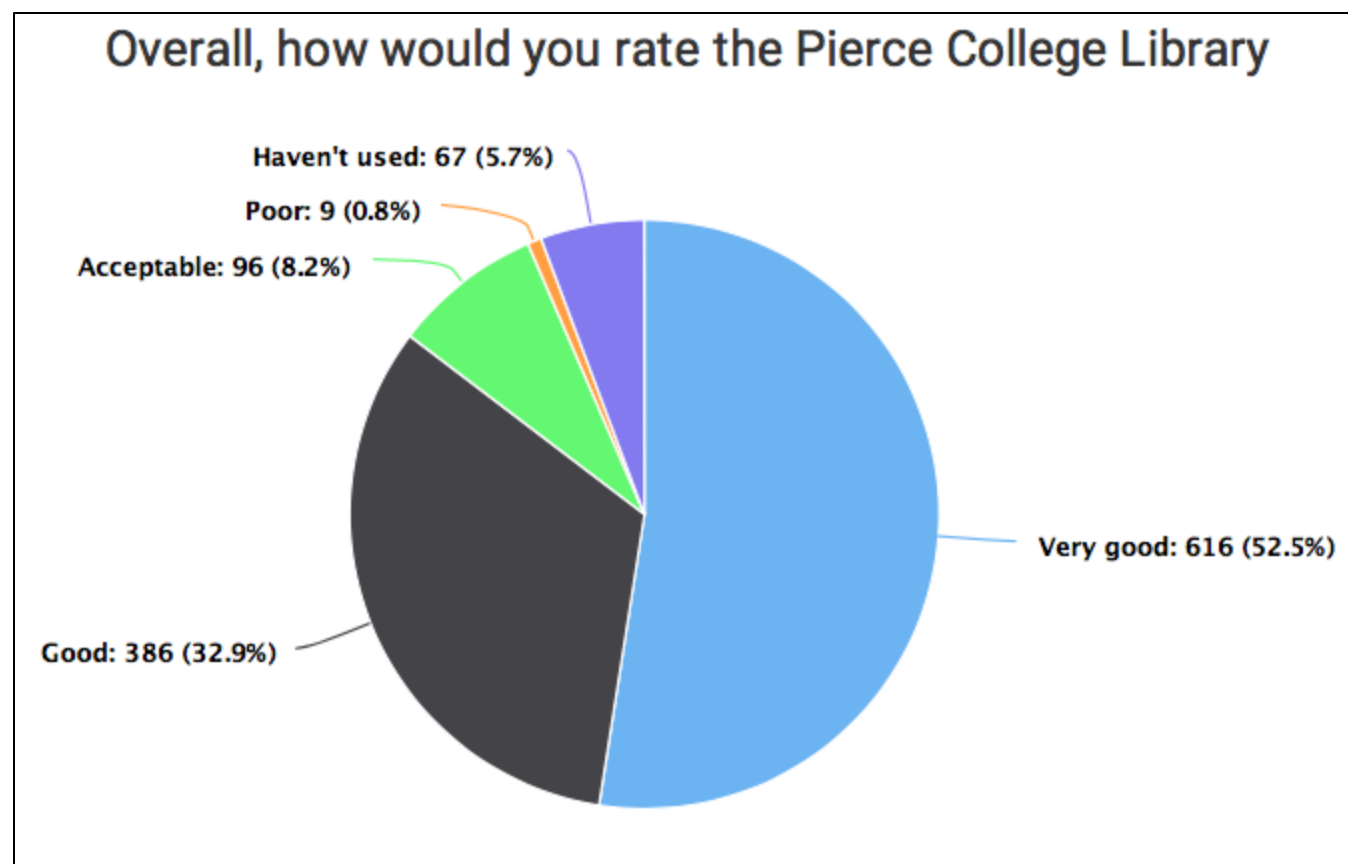
The Los Angeles Pierce College (LAPC) Library and the Center for Academic Success (CAS) employ systematic evaluations to regularly assess the effectiveness of their services and to develop plans for improvement. The Library and the CAS participate in the college's comprehensive program review process and regularly surveys both students and faculty to assure their adequacy in meeting the needs of students.

The Comprehensive Program Review process illustrates a systematic evaluation procedure on the campus. Programs, such as the Library and the Center for Academic Success (CAS), must explain how their goals align with the College's Mission Statement and Strategic Master Plan. These plans also require the departments to assess their strengths and weaknesses and include an assessment of learning outcomes. Additional methods of assessment, including surveys and post-tests, are used by the Library and the CAS to further evaluate the effectiveness of their services as explained below.

Library

| Method of Evaluation | Evidence |
|---------------------------------|---|
| Comprehensive Program Review | IIB2-02 |
| SLO Data | IIB3-01 , IIB3-02 , IIB3-03 |
| Student Feedback from Workshops | IIB3-04 |
| Annual Student Survey | IIB3-05 , IIB3-06 |
| Instructor Survey | IIB3-07 , IIB3-08 |

The 2019 annual student survey showed that 89% of students who had used the library for research help found the assistance received to be good or very good. This same survey also found high levels of student satisfaction with the library overall as shown in the graph below.



Faculty expressed high levels of satisfaction with the library’s research instruction sessions, with the majority of respondents noting that they were “very satisfied” with the instruction offered and “definitely” believed it improved student work. Constructive feedback from both the faculty and student surveys reflects the desire for the library to have more quiet places, additional hours, and more resources. The library takes these, and other findings, into account when assessing its services and avenues for improvement.

Center for Academic Success (CAS)

| Method of Evaluation | Evidence |
|------------------------------|--------------------------------|
| Comprehensive Program Review | <u>IIB3-09</u> |
| Paper evaluations | <u>IIB3-10</u> |
| Tutor Evaluations | <u>IIB3-11</u> |
| Student Surveys | <u>IIB3-12</u> |

The CAS regularly surveys students and tutors to collect feedback about tutoring and workshop services. Paper evaluations are handed out at the end of workshops and are located throughout the CAS to collect qualitative and quantitative feedback on workshops and individual tutoring services. Students are asked if they felt welcome, if they felt comfortable asking questions, if their question was addressed, and if they learned something applicable to their classes. In the 2020-2021 data, 97% of students answered “agree” or “somewhat agree” when asked if they felt welcome, if they felt comfortable asking questions, if their questions were addressed, and if they learned something useful to their class.

The CAS also conducts a qualitative survey the Student Tutor Training series at regular training workshops and Tutor Mentor Sessions. The data collected are reviewed to ensure that services are aligned with students’ needs. CAS faculty and staff use the data and their analyses on tutor training evaluations to adjust content for future and ongoing presentations.

Umoja

| Method of Evaluation | Evidence |
|------------------------------|--------------------------------|
| Comprehensive Program Review | <u>IIB2-03</u> |
| Annual Year End Reports | <u>IIB3-13</u> |
| Event Evaluation Forms | <u>IIB3-14</u> |
| Student Survey | <u>IIB3-15</u> |

The LAPC Umoja Program comprehensive program review best illustrates Umoja’s self-evaluation process. The Program also values the feedback received from students and uses this information to plan for and seek out funding for more resources and services.

Analysis and Evaluation

The LAPC Library, Center for Academic Success, and Umoja program employ a variety of

evaluations to ensure the meeting of student needs. In addition to the College's Comprehensive Program Review, these services also conduct a variety of student as well as instructor surveys to further support student learning and to further improve the services.

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

The Los Angeles Pierce College (LAPC) library and UMOJA both collaborate with other learning support services to enrich their programs. Formal agreements are in place.

Library

The LAPC Library provides a virtual, real-time chat service that is available to the entire LAPC community 24/7. Originally this service, known as QuestionPoint, was provided by OCLC, a library cooperative. As of May 29, 2020, the service seamlessly moved under another company, Springshare, and has been rebranded as LibAnswers. An international network of libraries provides a chat support service through the LibAnswers platform. Due to this collaborative effort, LAPC students have 24/7 online access to qualified reference librarians ([IIB4-01](#), [IIB4-02](#)).

LAPC librarians cooperate with the eight other District libraries and provide an intra-library loan system for books ([IIB4-03](#)). The library also uses the California Community College Library Consortium (CCL) for the purchase of most of its electronic resources ([IIB4-04](#), [IIB4-05](#)). CCL membership is purchased each year and includes discounts for database subscriptions from the CCL Consortium ([IIB4-06](#)).

ExLibris is the provider for the Library Systems Platform (LSP) for all of the libraries of the Los Angeles Community College District (LACCD). The contract is maintained through CCL with LACCD signing on to participate in the statewide agreement ([IIB4-07](#)). The library and the CAS's public copiers and printers are maintained through a Canon service agreement ([IIB4-08](#), [IIB4-09](#)). The library has radio-frequency identification (RFID) security gates at the main and courtyard entrances, near the circulation counter, and at the entrance to the classroom, to maintain the security of the book collection. All library books are embedded with RFID tags.

The library and the CAS computers are maintained through the College's Information Technology (IT) department. The College's Plant Facilities staff clean and repair all facilities. The library building has a security system in place monitored by the Los Angeles County Sheriff's deputies, who are stationed on campus. These services are evaluated for their effectiveness through a variety of methods.

Center for Academic Success (CAS)

In fall 2021, LACCD began a contract with Penji, a company that tracks student usage and connects students to district-wide tutoring services ([IIB4-10](#)). Students log into Penji, with their student email, through the internet or download the application. From there, they have access to make tutoring appointments, to drop in to see a tutor online or in person, to attend a workshop, or to drop off a paper for feedback. The contract is new in fall 2021, and the college is awaiting district-wide single-sign on and Canvas integration. Once integrated, students will have a district-wide single sign on process, where tutoring and other CAS services will be available directly through their Canvas courses, through the website, or on their phones through the application. This service is jointly managed by CAS and Penji staff, and the contract is managed through the district.

The CAS also participates in a statewide community of practice that is organized by the California Community College Chancellor's Office through a grant from the California Community College's Success Network (3CSN). Staff, faculty, and tutors participate in this community of practice regularly through meetings, conferences, workshops, and other activities. However, no formal contract or MOU exists.

Umoja

The Umoja program collaborates with the Umoja Community. The Umoja Community works with the local LAPC program to focus on the success and retention of Black/African American students based on the Umoja Community model ([IIB4-11](#), [IIB4-12](#)). Colleges wishing to affiliate with the Umoja Community are required to join the Umoja Community Consortium, and program staff are required to attend the Umoja Community Summer Learning Institute.

Analysis and Evaluation

The LAPC Library contracts with LibAnswers to provide students with 24/7 online access to reference librarians. The Center for Academic Success participates in the learning and support community of the California Community College's Success Network (3CSN) and Los Angeles Community College District (LACCD). The Umoja Program collaborates with the Umoja Community.

LAPC Library, Center for Academic Success (CAS), and Umoja Program offer both online and on-campus resources to support student learning by offering accessible databases, study spaces, embedded tutoring, workshops, and culturally competent counseling. The faculty and librarians also maintain educational equipment and materials including accessible computer labs and the lending of laptops and instructional models.

The library and student support services are also evaluated as part of the College's Comprehensive Program Review, and additionally conduct a variety of student surveys to further support the meeting of student learning outcomes. Finally, the LAPC library contracts with LibAnswers to provide students with 24/7 online access to reference librarians as well as other services, while the Center for Academic Success and the Umoja Program participate in the respective learning and support communities of the California Community College's Success Network, the Los Angeles Community College District, and the Umoja Community.

Evidence List

- [IIB1-01](#) Library Annual Report 2018-2019
- [IIB1-02](#) Live Reference Help
- [IIB1-03](#) Chat-Spring Share
- [IIB1-04](#) Library Brochure
- [IIB1-05](#) Library Email to Faculty
- [IIB1-06](#) Faculty Instruction Request
- [IIB1-07](#) Research Appointment-Flyer
- [IIB1-08](#) Library Science-Schedule
- [IIB1-09](#) Library Science-Syllabus
- [IIB1-10](#) Fall 2019-Workshops
- [IIB1-11](#) Library Technology
- [IIB1-12](#) Center for Academic Success (CAS) Website
- [IIB1-13](#) CAS Tutoring Hours
- [IIB1-14](#) CAS Workshops
- [IIB1-15](#) CAS-Student Success Workshops
- [IIB1-16](#) CAS-Tutoring Employment
- [IIB1-17](#) CAS Paper Drop Off
- [IIB1-18](#) Math 227-CAS Workshops
- [IIB1-19](#) Math 134-CAS Workshops
- [IIB1-20](#) CAS-Communication Café Flyer
- [IIB1-21](#) CAS-ESL Voices Flyer
- [IIB1-22](#) CAS-ESL Reading Group Flyer
- [IIB1-23](#) CAS-Videos
- [IIB1-24](#) Learning Skills-Catalog
- [IIB1-25](#) Umoja-Website
- [IIB1-26](#) SEAPlan2019-2022
- [IIB1-27](#) Umoja Brochure
- [IIB1-28](#) Umoja History Tutor

[IIB1-29](#) Umoja Recruitment Flyer
[IIB1-30](#) Umoja Counselor Assistant
[IIB1-31](#) Umoja STEM Event

[IIB2-01](#) Book Purchase Form
[IIB2-02](#) CPR-Library-2020
[IIB2-03](#) CPR-Umoja-2020
[IIB2-04](#) Curriculum-Tech Review Charter
[IIB2-05](#) Collection Development Policy
[IIB2-06](#) CCL-EAR-Committee
[IIB2-07](#) Technology Committee-Charter
[IIB2-08](#) Distance Education Instructional Tech Committee (DEITC)-Charter
[IIB2-09](#) Umoja-RFA 2 Request
[IIB2-10](#) Umoja APP 2019

[IIB3-01](#) Library Science-SLO Report 2019
[IIB3-02](#) Library Science-SLO Report 2020
[IIB3-03](#) Library Science-Course Report
[IIB3-04](#) Library Workshop Feedback
[IIB3-05](#) Library Student Survey Results
[IIB3-06](#) Rate Library Survey Results
[IIB3-07](#) Faculty Instruction Survey Results
[IIB3-08](#) Faculty Instruction Survey
[IIB3-09](#) CPR-CAS-2020
[IIB3-10](#) CAS-Student Survey
[IIB3-11](#) CAS-Tutor Training Survey Results
[IIB3-12](#) Student Survey Summary
[IIB3-13](#) Umoja EOY Report
[IIB3-14](#) Umoja Guest Speaker Evaluation
[IIB3-15](#) Umoja Student Survey Results

[IIB4-01](#) Lib Answers
[IIB4-02](#) Lib Answers Agreement
[IIB4-03](#) LACCD-Loan Policy
[IIB4-04](#) CCL Invoice
[IIB4-05](#) CCL-Purchase Request
[IIB4-06](#) CCL Membership
[IIB4-07](#) LACCD-LSP Agreement
[IIB4-08](#) Cannon Agreement1
[IIB4-09](#) Cannon Agreement2
[IIB4-10](#) Penji Contract
[IIB4-11](#) Umoja-MOU
[IIB4-12](#) Umoja-MOU2



C. Student Support Services

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

Evidence of Meeting the Standard

All Los Angeles Pierce College (LAPC) departments/programs evaluate the quality of student support services, as departments/programs are required to submit a Comprehensive Program Review (CPR), which asks departments/programs to specifically evaluate their services and to align their department/program with the College's mission as well as strategic master plan ([IIC1-01](#)). As described in I.A.3 and I.B.3, Comprehensive Program Reviews (CPRs) are completed every four years with annual updates during the subsequent years. The annual updates to the CPRs allow for continuity and focus in a department/program's evaluation of goals and services. The Office of Institutional Effectiveness (OIE) and the District's Educational Services Center (ESC) provide area specific data to all departments/programs to complete the CPRs with annual updates ([IIC1-02](#)). Departments/programs also collect data related to their areas to assess their area's effectiveness ([IIC1-03](#), [IIC1-04](#), [IIC1-05](#), [IIC1-06](#), [IIC1-07](#), [IIC1-08](#), [IIC1-09](#)). Through the program review process in 2019, the counseling department recognized the need to increase their online presence

through counseling sessions as well as video tutorials. The department set goals based on this and identified resources needed to meet those goals ([IIC1-10](#)). LAPC also utilizes surveys to evaluate its student support services, and the results of the surveys are the genesis for improvement ([IIC1-11](#), [IIC1-12](#), [IIC1-13](#)).

All student services departments/programs have identified service area outcomes (SAOs) and/or student learning outcomes (SLOs), which are evaluated annually during the CPR with annual update process ([IIC1-01](#), [IIC1-14](#)). To help make SLO and SAO assessment meaningful, the Student Services Division convened a Student Services Assessment Task Force. The purpose of this Task Force was to implement meaningful evaluation of services and to help guide departments through the assessment process. Departments/Programs then utilize the SAO and SLO data to assess progress on those outcomes and make informed decisions for improvement based on those findings. Additionally, the Vice President of Student Services chairs monthly meetings with the managers and program directors to provide a venue to discuss relevant topics, including SAOs/SLOs, program review, and annual planning ([IIC1-15](#), [IIC1-16](#)).

In 2019, the College implemented an updated Student Equity Plan to help narrow the achievement gaps that were identified by the California Community Colleges Chancellors Office (CCCCO) in specific student subpopulations ([IIC1-17](#)). This plan integrates the efforts of the initiatives previously known as Student Success and Support Programs (SSSP), Basic Skills Initiative (BSI), and Student Equity, and this plan drives various activities that support the College's efforts in advancing the systemwide goal to boost student achievement. With the development of this plan, the Student Equity and Achievement Programs Advisory Committee (SEAPAC) was established. This body is composed of representatives from various campus constituencies and serves as an oversight and recommending body that ensures activities utilizing Student Equity and Achievement funds improve the achievement of student outcomes among those population groups experiencing disproportionate impact ([IIC1-18](#), [IIC1-19](#), [IIC1-20](#), [IIC1-21](#)). Beginning 2021, SEAPAC conducts an annual project review and assessment of these activities as a part of their annual allocation process ([IIC1-22](#), [IIC1-23](#), [IIC1-24](#), [IIC1-25](#), [IIC1-26](#), [IIC1-27](#), [IIC1-28](#)). Feedback and recommendations from this body is made to project leads with the intention of maximizing the College's efforts in aligning institutional goals and priorities for enhancing student equity and achievement on campus as well as aligning with the College's mission.

Analysis and Evaluation

Student support services, regardless of location and means of delivery, are regularly evaluated and assessed. As part of the ongoing assessment of effectiveness, all units within the Student Services Division complete Comprehensive Program Reviews with annual updates. These program reviews evaluate the department or programs short-term and long-term goals as well as their service area outcomes and student learning outcomes. Surveys are also utilized as a method to ensure effectiveness of services at the College. Finally, the Student Equity and Achievement Program Advisory Committee works to ensure that student services using equity funding are directly improving student learning and student success.

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

To foster a culture of continuous improvement, the Division of Student Services (DSS) provides continual professional development on the creation, the assessment, and the evaluation of outcomes ([IIC2-01](#), [IIC2-02](#), [IIC1-16](#), [IIC2-03](#)). Starting in fall 2021, the DSS implemented a new plan to create and assess SAOs only. As described in I.B.2, DSS assessed student learning outcomes (SLOs) as well as SAOs before fall 2021.

As part of the Comprehensive Program Review (CPR) process, all departments and program in Student Services must reflect on the assessment of SLOs and SAOs ([IIC1-14](#), [IIC1-05](#), [IIC1-06](#), [IIC1-07](#)). Not only does the CPR ask departments and programs to reflect on outcomes data, but also the template asks departments and programs to reflect on how they support the Strategic Master Plan (SMP) as well as the mission. The 2017-2021 SMP has the goal “Ensuring Student Success,” and under this goal are two important student services goals: “Enhance customer service interfaces considering timely responses” and “quality of experience and Increase utilization of student support services and programs.” The assessments of these goals are presented through shared governance committees so that the entire campus can participate in the discussions for improvement ([IIC2-04](#), [IIC2-05](#)). The DSS also utilizes outcomes planning assessment tools to enhance accountability ([IIC2-06](#), [IIC2-07](#)).

As noted in II.C1, in an effort to continually improve, the DSS reviews and analyzes student surveys ([IIC1-11](#), [IIC1-12](#), [IIC1-13](#)).

Analysis and Evaluation

The Division of Student Services has identified and currently assesses student learning outcomes and service area outcomes in order to measure the effectiveness of a program. With the assessment results, the DSS creates plans to improve programs and services so that students can achieve success.

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

Los Angeles Pierce College (LAPC) assures equitable access to all student by providing appropriate, comprehensive, and reliable services on campus as well as online, and these diverse opportunities align with the LAPC mission as well as align with the needs to students and the community.

| Department/Service | Available on Campus | Available Online |
|--|----------------------------|-------------------------|
| Admissions and Records | Yes | Yes |
| Associated Student Organization (ASO) | Yes | Yes |
| Athletics | Yes | Yes |
| Brahma Pantry and Basic Needs | Yes | Yes |
| Calworks | Yes | Yes |
| Career Center | Yes | Yes |
| Child Development Center | Yes | Yes |
| Counseling | Yes | Yes |
| Disabled Student Services | Yes | Yes |
| Dream Resource Center | Yes | Yes |
| Extended Opportunities Program Services (EOPS) | Yes | Yes |
| Financial Aid | Yes | Yes |
| First Year Experience | Yes | Yes |
| Foster Youth Support | Yes | Yes |
| Health Center | Yes | Yes |
| Honors Program | Yes | Yes |
| International Student Services | Yes | Yes |
| Library | Yes | Yes |
| Los Angeles College Promise (LACP) | Yes | Yes |
| Transfer Center | Yes | Yes |
| Umoja | Yes | Yes |
| Veterans Resource Center | Yes | Yes |

Students start their LAPC experience with the CCCApply-MyPath application, and then students can explore opportunities through the searching Program Mapper, speaking to a counselor, or finding out about financial aid information. Students can click through the LAPC website or read the General Catalog to find their desired service and the information on the on-campus as well as online services ([IIC3-01](#), [IIC3-02](#)).

At the height of COVID-19 in-person services to close in the spring of 2020; however, the pandemic solidified the use of Cranium Café, an all online chat service that allows students to chat or phone ([IIC3-03](#), [IIC3-04](#)). While the global pandemic inspired fully online student services, these services are now back “live” as well as online. Offering in-person as well as online services allows the College to meet the needs of its diverse student population.

The College also provides equitable access to important College related information through the Financial Aid Office and the Outreach Program. The Financial Aid Office provides financial aid workshops in collaboration with the Outreach Program at local high school ([IIC3-05](#), [IIC3-06](#), [IIC3-07](#)). The Outreach Office provides workshops via Zoom as well as in-person on local high school campuses ([IIC3-08](#), [IIC3-09](#)). Also, the International Students Services Office attends local schools to inform potential students about the programs and services on the LAPC campus ([IIC3-10](#), [IIC3-11](#)).

Analysis and Evaluation

LAPC ensures that student services are available to all students, both in-person and on-line. Equitable access to education as well as services is reflected in the LAPC mission, and the mission resonates within the plethora of services provided.

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

Los Angeles Pierce College (LAPC) co-curricular programs and athletics programs are funded and constructed to parallel the institution's mission and to prioritize the student experience by engaging students in a socially and culturally meaningful way. All co-curricular programs and athletic programs are conducted with sound policy as well as integrity, as the College follows the Los Angeles Community College District's (LACCD) Board Policies and Administrative Procedures related to these programs ([IIC4-01](#), [IIC4-02](#), [IIC4-03](#), [IIC4-04](#), [IIC4-05](#), [IIC4-06](#)). The LACCD Board Policies and Administrative Procedures govern the student organizations as well as finances.

Student athletes must follow specific rules and regulations as set forth by the California Community College Athletic Association (CCCAA), including academic policies and integrity as housed in the CCCAA constitution and bylaws ([IIC4-07](#)). Also, LAPC student athletes must read, review, and follow the guidelines outlined in the Student Athlete Handbook, and coaches are also trained and tested regarding school policies as well as CCCAA rules and regulations ([IIC4-08](#), [IIC4-09](#), [IIC4-10](#), [IIC4-11](#), [IIC4-12](#)). To help foster social, emotional, and academic growth and to further support the College's mission, LAPC dedicates a specific counselor to student athletes ([IIC4-13](#)).

To facilitate the quality and effectiveness of extra-curricular programs, the programs do complete a comprehensive program review with annual updates (CPR) as a form of evaluation, and all CPRs must align with the College's mission as well as strategic master plan ([IIC4-14](#), [IIC4-15](#), [IIC1-05](#)).

In addition to local evaluations, the College completes an annual Equity in Athletics Data Analysis (EADA) report ([IIC4-16](#)). This annual federal report shares the most recent information about the investment the College makes into intercollegiate athletics in areas such as budgets, travel, salaries and participation ([IIC4-17](#)).

Below is a chart of the student engagement and co-curricular programming that LAPC provides to encourage and support student academic, social, leadership, and civic engagement.

| Program | Social & Cultural Contribution |
|--|---|
| Office of Student Engagement | <ul style="list-style-type: none"> Student Engagement provides engaging and empowering leadership opportunities for students to be involved through activities, programs, and student organizations. Teach skills to help students become more socially just, be more self-aware, and to lead with integrity (IIC4-15, IIC4-18) |
| Associated Students Organization (ASO) | <ul style="list-style-type: none"> The Associated Student Organization (ASO) is the LAPC student government body. ASO serves as the "voice" for students, and advocates for LACCD policies and LAPC procedures to be student-centered while promoting the general welfare and morale of LAPC students (IIC4-04, IIC4-03). ASO represents student interests by involvement in campus participatory committees (IIC4-19). ASO strives to improve student life through campus and community events. By collaborating with student clubs, ASO supports student development, diversity initiatives, cultural activities, and service-learning events (IIA4-20). |
| Student Organizations & ASO Clubs (ASO Club Council) | <ul style="list-style-type: none"> ASO Club Council provides chartered student organizations and clubs a platform to plan and implement student-based initiatives (IIC4-21). |
| Basic Needs/Brahma Pantry | <ul style="list-style-type: none"> The Brahma Pantry and Basic Needs Program provides students with access to food, ongoing motivational support and referrals to agencies that are designed to meet students' basic needs i.e. physical, psychological/emotional and economic needs (IIC4-22, IIC4-23). |
| Peer2Peer Mentoring Program (P2P) | <ul style="list-style-type: none"> The 14 peer mentors support the transition of incoming students by providing support, information, and guidance to increase student success academically, socially and emotionally (IIC4-24, IIC4-25). |
| UMOJA | <ul style="list-style-type: none"> The Umoja program is an academic learning community and resource that enhances the cultural and educational experiences of African American students and others. Umoja advances academic excellence, community building, and student leadership (IIC4-26, IIC4-27). |
| Dream Resource Center (DRC) | <ul style="list-style-type: none"> The DRC provides support to undocumented students, AB 540 students, and DACA recipients (IIC4-28, IIC4-29). |
| Intercollegiate Athletics | <ul style="list-style-type: none"> LAPC Intercollegiate Athletics Program provides 12 sports that engage students through equal opportunities in sport and athletic/team-based competition. Encourage graduation and transfer by providing specialty counseling services that optimize the student-athlete experience (IIC4-09, IIC4-14, IIC4-08). |
| Veterans Resource Center (VRC) | <ul style="list-style-type: none"> The VRC is designed a one-stop office to facilitate educational access and foster educational success for every veteran and military personnel by providing both academic and financial aid counseling/literacy (IIC4-30). |

Analysis and Evaluation

The College ensures that the co-curricular and athletic programs align with the College's mission and contribute to the students' overall educational experience. Policies and procedures illustrate that the institution holds responsibility for the integrity of the programs.

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

Los Angeles Pierce College (LAPC) continuously provides academic advising and support services to students, regularly trains faculty and other personnel involved in providing advising support, and ensures that counseling and advising services effectively educate students for them to understand program requirements, develop strong study skills, and understand requirements for graduation and transfer ([IIC5-01](#)).

All students are encouraged to meet with an academic counselor prior to enrolling in any courses at the college ([IIC5-02](#)). As stated in the general catalog, seeing a counselor ensures that all students are able to develop an educational plan that aligns with their desired degree, vocational, or career plans. The college provides a plethora of counseling services: general counseling, new student counseling, counseling for disabled students, international student counseling, EOPS counseling, CALWORKs counseling, career counseling, transfer counseling, athletics counseling, UMOJA counseling, veterans counseling, and financial aid counseling in order to offer specialized services for the many unique student groups on campus ([IIC5-03](#), [IIC5-04](#), [IIC5-05](#), [IIC4-26](#), [IIC5-06](#), [IIC5-07](#), [IIC5-08](#), [IIC5-09](#), [IIC5-10](#)).

Counselors participate in the college tenure review process to ensure that they are providing the best service and care and the correct information to students. Counselors are evaluated by their peers, college administration, and students on an ongoing basis through direct observation, anonymous surveys, and a self-evaluation, which includes a written review of continuous professional development ([IIC5-11](#)).

Counselors at the College meet on a weekly basis, where they receive training on various topics pertinent to counseling, such as identifying transfer resources for students, helping students with advanced placement scores, and navigating various transfer applications. Changes to transfer requirements for various programs and institutions are regularly reviewed. These weekly meetings are vital to ensure that counselors are consistently knowledgeable and updated on the various resources available for students to share and, more important, any changes to programs and pathways that students need to know ([IIC5-12](#), [IIC5-13](#), [IIC5-14](#), [IIC5-15](#), [IIC5-16](#)).

In addition to the many counseling services available to students, the college offers a wide breadth of events and workshops available to all students. These events are designed to offer additional opportunities for students to further explore transfer options and career paths. Events such as career fairs, transfer fairs, Meet the Counselors, Meet Your Major, #PierceBusiness, and college fairs are some examples of occasions for students to learn more about program requirements and pathways ([IIC5-17](#), [IIC5-18](#), [IIC5-19](#), [IIC5-20](#), [IIC5-21](#), [IIC5-22](#), [IIC5-23](#), [IIC5-24](#), [IIC5-25](#), [IIC5-26](#), [IIC5-27](#), [IIC5-28](#)).

The College has developed a guided pathways committee in order to bring the guided pathways framework to students. The program mapper, an online scheduling tool, is currently online and available for students to explore and learn more about college majors as well as career opportunities. The college is investigating how to make this application more known and widely used by students ([IIC5-29](#), [IIC5-30](#), [IIC5-31](#)).

The program mapper lists seven meta-majors, or areas of academic and career interests, and these areas/meta-majors are the foundation of the LAPC “Success Teams.” The “Success Teams,” a guided pathways led program, attempts to break down area as well as department silos and wrap services around students ([IIC5-32](#)). This special student advisor program launched in fall 2021, and each team consists of one Dean or Director, one faculty co-chair, up to three faculty discipline experts, one counselor, one financial aid representative, and one faculty data coach. Together, these LAPC team members organize one direct intervention per semester for the students, and the interventions, defined by the team, orient students to college requirements as well as college opportunities. For example, one team might invite students to a special financial aid seminar or a discipline led activity. As the program grows, teams will provide more interventions each semester.

The College also supports students by offering several counseling courses, designed to provide students with important skills necessary for success in college, such as study skills, time management, and campus resources. Additional courses to assist students with career planning and major selection are also offered each term ([IIC5-33](#), [IIC5-34](#)).

Analysis and Evaluation

LAPC ensures faculty and support personnel involved in academic counseling are properly and continuously trained and knowledgeable on programs, requirements, and transfer and career opportunities. The College also provides other opportunities outside of counseling services, such as the “Success Team” advisor program and counseling classes, to provide students with timely, accurate, and useful college information.

- | |
|---|
| <p>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)</p> |
|---|

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) aligns its admissions policies with its mission statement and advises students on clear pathways to complete degrees, certificates, and transfer goals ([IIC6-01](#), [IIC6-02](#)).

The College is committed to providing a strong learning environment with an emphasis on diversity and serving the community. As such, the College attempts to make admissions requirements accessible and emphasizes ease-of-use in its application processes. In most cases, applicants only need to have a high school diploma, a GED, or permission to attend from College administration if underage, in addition to some other personal identifiers to complete an application and receive a student ID number. Current high school students who complete the “Concurrent Enrollment” application process may attend with specific restrictions ([IIC6-03](#), [IIC6-04](#), [IIC6-05](#), [IIC6-06](#), [IIC6-07](#), [IIC6-08](#), [IIC5-06](#)).

Requirements for admission are visible on the LAPC website’s admissions page and prospective students will find the “apply online” button at the top of the homepage. The admissions homepage also includes various videos for students including tutorials to assist with applying. Staff is available via the webpage through the Cranium Café virtual lobby.

The College encourages all students to meet with a counselor in order to determine their academic goals and develop an educational plan to help them arrive at their goals. The Career Center counselors meet with students for up to one hour-long sessions and conduct career assessments in order to help students explore potential career options ([IIC6-09](#)). The Career Center also hosts a number of workshops and job fairs that provide students with opportunities to further explore career options ([IIC5-17](#), [IIC6-10](#), [IIC5-20](#), [IIC5-33](#)). The Transfer Center employs a number of resources for students to understand the transfer process and make effective selections for transfer opportunities: zoom lounges where students can drop in to meet with Unclassified Paid Interns and counselors with process questions, 30-minute to 1-hour long transfer counseling sessions, and transfer workshops and events such as the Transfer Fair and CSUN/UCLA Day ([IIC6-11](#), [IIC6-12](#), [IIC6-13](#), [IIC4-14](#)). The Transfer Center also has a number of tools available via its webpage and dedicated canvas shell, such as guides, transfer tutorials, and transfer requirement handouts for CSU and UC college campuses in addition to private and out of state transfer options ([IIC6-15](#), [IIC6-16](#), [IIC6-17](#), [IIC6-18](#), [IIC6-19](#), [IIC6-20](#), [IIC6-21](#)). The Transfer Center connects students with university representatives and special transfer programs like The UCLA Center for Community College Partnerships, UCLA & Berkeley TAP and CSUN Connections to ensure a seamless transfer process ([IIC6-22](#), [IIC6-23](#), [IIC6-24](#), [IIC6-25](#)).

The program mapper, as discussed in IIC.6, is already available via the college website and the guided pathways committee is implementing a program rollout to create exposure for students to understand the value of this tool ([IIC6-26](#), [IIC5-31](#), [IIC6-27](#), [IIC6-28](#))

Analysis and Evaluation

Los Angeles Pierce College aligns its admission requirements and mission statement by ensuring the admissions process and requirements provide as many prospective students as possible, ease of enrollment with minimum barriers to entry. Additionally, the college provides several tools and services to create clear understanding for students in terms of transfer, certificates, and degrees.

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

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) uses CCCApply as the electronic admissions application district wide ([IIC7-01](#)). The admission application system is utilized throughout the state of California and affords the LACCD with the opportunity to use one application for admissions to any of the District's colleges. The college has transitioned to electronic submission of applications for all student populations and the Office of Admissions and Records (AR) ensures a seamless application process. The ARO participates in the annual program planning, comprehensive program review, and outcomes assessment processes to ensure program evaluation informs the implementation of new practices and ensures the effectiveness of the application instrument ([IIC7-02](#)).

Since the implementation of the California Assembly Bill 705 (AB 705) in 2018-2019, the onboarding process eliminated assessment testing for math and English and replaced it with a self-guided placement tool located in the application process ([IIC7-03](#), [IIC7-04](#)). In 2019, continuing students who needed to complete college level English or math courses could use the Multiple Measures Assessment Project (MMAP) Web Form available in their online student portal. Currently, the Student Information System (SIS) generates a placement based on the application for admission.

The College's English as a Second Language (ESL) placement process has been updated to comply with the provisions of AB 705. ESL faculty devised a guided self-evaluation survey that maps student responses to a recommended placement ([IIC7-05](#)). The student then accepts this placement or challenges this placement ([IIC7-06](#)). In addition, the College recommends a writing sample, which appears at the end of the guided self-placement survey. If the student has already received a transfer-level English placement, the placement resulting from the ESL survey appends this initial placement so that the student can choose to take transfer-level English and/or the ESL courses associated with the survey result. In Spring 2020, the District Academic Senate approved the method created by the ESL District Discipline Committee, not, however, as the only assessment tool ([IIC7-07](#)). LACCD is in the process of building the guided self-placement, including the ESL placement survey, within its student information system (SIS). However, until that system is deployed, the ESL survey is posted online and being handled by ESL faculty. LAPC has submitted an implementation plan to use a third-party platform with Assessment Center staff who will facilitate and proctor the ESL placement process until the SIS tool is available within the district ([IIC7-08](#), [IIC7-09](#), [IIC7-10](#)).

The Chemistry department uses a self-assessment test and encourages students to access a free Canvas shell, accessible to any student, to help students determine an appropriate class level. The test and the Canvas course support students as they evaluate their readiness for Chemistry 101 or Chemistry 60 ([IIC7-11](#), [IIC7-12](#), [IIC7-13](#), [IIC7-14](#)).

Analysis and Evaluation

The College regularly evaluates its admission and placement instruments for effectiveness and to minimize biases. The College uses assessment instruments that are approved and validated by the California Community College Chancellor's Office.

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

Los Angeles Pierce College (LAPC) as well as the District ensure that student records are backed up and maintained. The College and the District adhere to the Board Policy and Administrative Procedure 3310, which outlines specific procedures to assure the secure and confidential handling of student records; please note that the District is currently in the process of changing Board Rules and Administrative Regulations to Board Policies and Administrative Procedures ([IIC8-01](#), [IIC8-02](#)). The Admissions and Records, the Health Center, the Financial Aid Office, and the Office of Special Services safely maintain electronic and paper student information.

The Information Technology Department's server maintains backups of student records to protect them in the event of a disaster. The IT Department utilizes the College's local server to back up information in a secure manner. College IT staff back up the local servers nightly and replicates to a remote site at Valley College weekly ([IIC8-03](#), [IIC8-04](#)).

Staff are trained regarding the security and confidentiality of student records. Admissions and records staff are trained on the policies and procedures to maintain confidentiality, security, and maintenance of student records ([IIC8-05](#), [IIC8-06](#)). The staff members are assigned different security levels to access to records. At the AR counter, all students are required to provide picture identification, such as a driver's license, passport, or student identification to confirm their identity. In the Health Center, patient record confidentiality is addressed with every employee, contractor, and student worker, as required in the Family Education Rights and Privacy Act (FERPA [1714]. All medical providers are bound by their licensing agency to patient confidentiality. All student workers sign a Security of Records Code annually after HIPAA training ([IIC8-07](#)).

Students are advised of their rights regarding their personal information. The College uses the Student Information System (SIS), which requires secure log in and password. Secure entry into SIS allows students to view transcripts and other confidential information. Administrative

Procedure 5040 outlines the policy on the release of student information ([IIC8-08](#), [IIC8-09](#)). Release of information requires a student to sign authorization forms.

As part of the LACCD Student Information System, student records are backed up and maintained at the LACCD Educational Services Center. Both the District and College comply with federal and state law through established policies and procedures governing student records and the control of personally identifiable information ([IIC8-10](#), [IIC8-01](#)). The College adheres to strict confidentiality standards. Only student directory information is released without written consent of the student, except as authorized by law. In addition, students may notify the College, in writing, that directory information should not be released ([IIC8-11](#), [IIC8-12](#)). In such circumstances, even the student directory information is withheld. AR maintains documentation of individuals who or organizations that request or receive student record information.

Admissions and Records

Admissions and records staff are trained on the policies and procedures to maintain confidentiality, security, and maintenance of student records ([IIC8-05](#), [IIC8-06](#)). Students may access their own English and mathematics placement results as well as academic transcripts by using the web-based Student Information System (SIS), which is password protected. When students submit documents virtually, they are stored on the internal SharePoint platform, and this SharePoint drive is accessed through the secure, single sign-on SIS platform. When students submit physical records, these records are imaged and saved on the College server ([IIC8-03](#)), and this process is done on a nightly basis. Additionally, student information is secured and backed up at the District as well as on the Valley College server for an extra layer of data security ([IIC8-04](#)).

The Health Center

Student Health Center medical records must be maintained for seven years after the cessation of treatment. The Health Center maintains their files to an electronic medical records (EMR) system to ensure that all medical records are maintained securely and stored electronically ([IIC8-13](#), [IIC8-14](#)). Release of records requires written consent; signed by the patient, directing the Health Center to release records in accordance with the Health Insurance Portability and Accountability Act (HIPAA [[IIC8-15](#), [IIC8-16](#), [IIC8-17](#), [IIC8-18](#), [IIC8-19](#)]). Patient record confidentiality is addressed with every employee, contractor, and student worker as required in the Family Education Rights and Privacy Act (FERPA [[IIC8-20](#)]). All medical providers are bound by their licensing agency to patient confidentiality. All student workers sign a Security of Records Code annually after HIPAA training ([IIC8-07](#)).

The Financial Aid Office

The LACCD purchased a secure third-party platform called CampusLogic for students to complete online forms and upload documents to the cloud. Students access the CampusLogic platform through the LACCD single sign-on. Student financial aid records that are not uploaded directly to the cloud are imaged and saved on the college server. The student records and information stored on the College server is backed up to a hard disk. This process is done on a

nightly basis. Additional student financial aid award and disbursement records are stored at the District's data center. Staff members are assigned to different security levels to access financial aid records. All students are required to provide picture identification to confirm their identity at the Financial Aid Office counter. Since financial aid records are accessed with social security numbers, keypads have been added on all counter computers for students to key in their social security numbers to add another layer of security.

The Office of Special Services

The Office of Special Services (DSPS) similarly adheres to FERPA and maintains confidentiality. Students must sign a consent form to release information related to their disability ([IIC8-21](#)). Students registered with DSPS are required to acknowledge review of the student handbook. In addition, students must sign a release form for Special Services to release information to faculty, parents, and outside agencies ([IIC8-22](#)). All learning disabilities assessment records are scanned and stored along with summary reports in perpetuity. Student records are kept inside a locked and secure filing cabinet as well as inside a secure electronic cloud account. Once counselors are trained on the safe and secure handling of student information, the Dean over the area signs a form granting counselors access to the student data pages ([IIC8-23](#), [IIC8-24](#))

Analysis and Evaluation

The College ensures a high standard for confidentiality, security, and maintenance of student records. Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by district staff. Data are backed up daily and are recoverable through appropriate district protocols. Students access their own information by entering their student identification number and personal identification number through the student portal. LACCD employees access student records through the district interface or DEC (named for the company that created the program) using their username and password.

Conclusions on Standard II.C. Student Support Services

Los Angeles Pierce College strives to fulfil its mission by providing comprehensive, equitable, and accessible student support services, and these services are regularly evaluated through a myriad of means, including comprehensive program review, student area outcomes, and the Student Equity and Achievement Plan. LAPC assures equitable access to all services, as all services are provided in-person as well as online. As an equitable and inclusive school, LAPC ensures that co-curricular programs as well as athletics are conducted with integrity.

Evidence List

[IIC1-01](#) Comprehensive Program Review (CPR)-Template

[IIC1-02](#) OIE-CPR Instructions

[IIC1-03](#) EOPS-Satisfaction Survey

[IIC1-04](#) Financial Aid-Satisfaction Survey

[IIC1-05](#) CPR-Umoja-2020
[IIC1-06](#) CPR-Transfer Center-2020
[IIC1-07](#) CPR-Career Center-2020
[IIC1-08](#) Counseling-Survey
[IIC1-09](#) Student Engagement-Survey Results
[IIC1-10](#) Counseling APP 2019
[IIC1-11](#) EOPS Survey
[IIC1-12](#) Financial Aid Survey
[IIC1-13](#) Umoja Student Survey
[IIC1-14](#) CPR-Library-2020
[IIC1-15](#) Managers Meeting Minutes 3-2021
[IIC1-16](#) Managers Meeting Agenda SAOs
[IIC1-17](#) SEA Plan 2019-2022
[IIC1-18](#) SEAPAC-Charter
[IIC1-19](#) SEAPAC Agenda 1-13-21
[IIC1-20](#) SEAPAC Minutes 12-9-20
[IIC1-21](#) SEAPAC Minutes 3-10-21
[IIC1-22](#) SEAPAC-Timeline
[IIC1-23](#) SEA Program-Summary Template
[IIC1-24](#) SEAPAC-Program Rubric
[IIC1-25](#) Gatekeeper Tutoring-SEAPAC Rubric
[IIC1-26](#) SEA-Gatekeeper Summary
[IIC1-27](#) Transfer Center-SEAPAC Rubric
[IIC1-28](#) Transfer Center-SEA Summary

[IIC2-01](#) Student Services-Assessment Day 2019
[IIC2-02](#) Managers Meeting-SLOs
[IIC2-03](#) Student Survey-SAO Presentation 2021
[IIC2-04](#) SMP-Progress Report 12-2019
[IIC2-05](#) PCC Minutes 12-2019
[IIC2-06](#) Umoja-Assessment Tool
[IIC2-07](#) Student Engagement-Assessment Tool

[IIC3-01](#) Student Services-Catalog
[IIC3-02](#) Student Services-Webpage
[IIC3-03](#) Online Student Services
[IIC3-04](#) Transfer Center-Virtual Chat
[IIC3-05](#) Cash for College Workshop
[IIC3-06](#) Outreach-Financial Aid Presentation
[IIC3-07](#) Outreach-Financial Aid Presentation2
[IIC3-08](#) College Promise-Flyer
[IIC3-09](#) Outreach Services
[IIC3-10](#) International Students Office1
[IIC3-11](#) International Students Office2

[IIC4-01](#) AP 5700

[IIC4-02](#) BP 5700
[IIC4-03](#) AP 5400
[IIC4-04](#) BP 5400
[IIC4-05](#) AP 5410
[IIC4-06](#) BP 5410
[IIC4-07](#) CCCAA Constitution-Bylaws
[IIC4-08](#) Student Athlete Handbook
[IIC4-09](#) Coaches Packet
[IIC4-10](#) Brahma Student Athlete Contract
[IIC4-11](#) CCCAA Modifications
[IIC4-12](#) R2 Training
[IIC4-13](#) Athletics Counselor
[IIC4-14](#) CPR-Athletics-2020
[IIC4-15](#) CPR-Student Engagement-2020
[IIC4-16](#) EADA Completion
[IIC4-17](#) Athletics Budget
[IIC4-18](#) BRAVE-Title IX Training
[IIC4-19](#) ASO-Committees
[IIC4-20](#) ASO-Webpage
[IIC4-21](#) ASO Clubs List
[IIC4-22](#) Brahma Pantry-Data
[IIC4-23](#) Brahma Pantry-Webpage
[IIC4-24](#) Peer2Peer-Stats
[IIC4-25](#) Peer Mentor-Data Report
[IIC4-26](#) Umoja-Webpage
[IIC4-27](#) Umoja-Student Application
[IIC4-28](#) Dream Resource Center-Webpage
[IIC4-29](#) Undocumented Students Week-Events
[IIC4-30](#) Veterans Services-Webpage

[IIC5-01](#) Counseling-Mission
[IIC5-02](#) Catalog-Counseling Statement
[IIC5-03](#) Counseling Directory
[IIC5-04](#) Counseling Center-Webpage
[IIC5-05](#) Disabled Students Program-Webpage
[IIC5-06](#) International Students-Webpage
[IIC5-07](#) Career-Transfer-Flyer
[IIC5-08](#) CalWorks-Webpage
[IIC5-09](#) EOPS-Webpage
[IIC5-10](#) New Students-APP 2019
[IIC5-11](#) AFT1521-Article 42
[IIC5-12](#) Counseling Minutes 10-2020
[IIC5-13](#) Counseling Minutes 11-2020
[IIC5-14](#) Counselor Manual
[IIC5-15](#) Counseling Training-Graduation Requirement
[IIC5-16](#) Counseling Department Meeting-Calendar

[IIC5-17](#) Meet Counselor Day
[IIC5-18](#) Meet Your Major
[IIC5-19](#) Out of State Transfer Workshop
[IIC5-20](#) Business Month Flyer
[IIC5-21](#) Saturday Transfer Application Help
[IIC5-22](#) Transfer Celebration Day
[IIC5-23](#) Transfer Fair
[IIC5-24](#) UCLA Day
[IIC5-25](#) UCLA-CSUN-Day
[IIC5-26](#) Student Success Workshops
[IIC5-27](#) Go Days
[IIC5-28](#) CTC-Zoom-Lounge
[IIC5-29](#) Guided Pathways-Agenda
[IIC5-30](#) Guided Pathways-Website
[IIC5-31](#) Program Mapper
[IIC5-32](#) Summer Summit
[IIC5-33](#) Undecided Major Workshops
[IIC5-34](#) Spring2021-ClassSchedule

[IIC6-01](#) Mission
[IIC6-02](#) Admission and Records (AR) Mission
[IIC6-03](#) Admission Info-Catalog
[IIC6-04](#) AR-Concurrent Students
[IIC6-05](#) AR-Continuing Students Link
[IIC6-06](#) AR-High School to College
[IIC6-07](#) AR-Apply Online
[IIC6-08](#) AR-Homepage
[IIC6-09](#) Career Center-Homepage
[IIC6-10](#) Job Fair Flyer2021
[IIC6-11](#) Transfer Workshop
[IIC6-12](#) Transfer-Virtual Events
[IIC6-13](#) CSUN-Day
[IIC6-14](#) Cranium Cafe-Transfer Counseling
[IIC6-15](#) How to Transfer-Webpage
[IIC6-16](#) Transfer Center-Screenshots
[IIC6-17](#) TAG-TAP-Flyer
[IIC6-18](#) How to Transfer-Flyer
[IIC6-19](#) Financial Aid-Transfer Flyer
[IIC6-20](#) ADT-Flyer
[IIC6-21](#) CANVAS COURSE-TRANSFER
[IIC6-22](#) Transfer Program-Weblink
[IIC6-23](#) CCCP-UCLA Mentors
[IIC6-24](#) Berkeley-Rep Visit
[IIC6-25](#) University-Rep Visits
[IIC6-26](#) Guided Pathways-Presentation
[IIC6-27](#) GP-Counseling Presentation

[IIC6-28](#) GP-Opening Day Presentation

[IIC7-01](#) LAPC-Application Link

[IIC7-02](#) CPR-AR-2020

[IIC7-03](#) Catalog-Math-English-Placement

[IIC7-04](#) LACCD-Placement Criteria

[IIC7-05](#) ESL-Guided Self-Placement

[IIC7-06](#) Prerequisite-Challenge Form

[IIC7-07](#) DAS Minutes 12-2019

[IIC7-08](#) ESL Adoption Plan

[IIC7-09](#) ESL Implementation Plan

[IIC7-10](#) ESL-Placement Emails

[IIC7-11](#) Chemistry Department Minutes

[IIC7-12](#) Chemistry Self-Assessment-Test

[IIC7-13](#) Chemistry Canvas-Self Assessment Tool

[IIC7-14](#) Chemistry Department Minutes

[IIC8-01](#) BP 3310

[IIC8-02](#) AR 23 and AR 99

[IIC8-03](#) Data Backup Log

[IIC8-04](#) Data Backup Valley

[IIC8-05](#) AR Training-FERPA

[IIC8-06](#) AR Minutes5-2019

[IIC8-07](#) Security Records Code

[IIC8-08](#) AP 5040

[IIC8-09](#) BP 5040

[IIC8-10](#) Board Rule 7700

[IIC8-11](#) AR-Authorization Release-Web

[IIC8-12](#) AR-Release Form

[IIC8-13](#) HC-Pyramed Contract

[IIC8-14](#) HC-Pyramed Contract 2

[IIC8-15](#) HC-Release Form

[IIC8-16](#) Mental Health-Consent Form

[IIC8-17](#) HC-Privacy Practices

[IIC8-18](#) HC-Consent Form

[IIC8-19](#) HC-Web-portal

[IIC8-20](#) HC-FERPA

[IIC8-21](#) DSPS-Handbook-Receipt

[IIC8-22](#) DSPS-Release Form

[IIC8-23](#) DSPS-Security Agreement

[IIC8-24](#) DSPS-Data Page



Standard III: Resources

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

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

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](#)). 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](#)). 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.

In addition to demonstrating appropriate hiring criteria and employing safeguards to maintain consistent hiring procedures through the LACCD, LAPC ensures that all job descriptions are directly related to the College's mission ([PIIIA1-01](#), [PIIIA1-02](#)). The Faculty Position Prioritization Committee (FPPC), an Academic Senate sub-committee, helps to establish a procedure in which a wide range of factors is considered in the establishment of a prioritized list of faculty positions for hiring, ensuring the list is based on the needs of the students, the departments/disciplines, and the College ([PIIIA1-03](#)). Additionally, the Academic Senate has developed the Pierce College Faculty Hiring Procedures, which are approved by the college president ([PIIIA1-04](#)).

The qualifications of employment candidates are confirmed through the processes for verification of transcripts and equivalency, which are discussed in standards III.A.2 and III.A.4.

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](#); [DIIIA1-04](#); [DIIIA1-05](#); [DIIIA1-06](#); [DIIIA1-07](#); [DIIIA1-08](#); [DIIIA1-09](#); [DIIIA1-10](#); [DIIIA1-11](#)). 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](#)). 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](#)). The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers ([DIIIA1-14](#)). Minimum qualifications are set based on the merit system testing, selection, and eligibility process ([DIIIA1-15](#)). 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](#)). When a classified position becomes vacant or a new position is needed, colleges may make a staffing request ([DIIIA1-17](#)). 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.

Locally, LAPC adheres to all LACCD policies and procedures, and the College has instituted its own practices related to mission driven job posting, faculty recruitment, and specific LAPC hiring procedures.

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

Evidence of Meeting the Standard

LACCD job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges ([DIIIA2-01](#)). 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](#)).

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](#); [DIIIA1-04](#); [DIIIA1-05](#); [DIIIA1-06](#); [DIIIA1-07](#); [DIIIA2-03](#)). All applications are forwarded to the screening committee. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

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

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](#)).

The Los Angeles Pierce College (LAPC) Academic Senate, working with administration, developed the Pierce College Faculty Hiring Procedures (FHP) ([PIIIA1-04](#)). The FHP outlines the recruitment and selection processes, in accordance with district policy and guides, so that only the most qualified, skilled, and experienced candidates are hired. All applicants for academic service must meet the minimum qualifications for the instructional discipline or other academic field as specified in Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges ([PIIIA2-01](#), [PIIIA2-02](#)). The job postings clearly indicate that qualifications for hiring include development and review of curriculum as well as assessment of learning ([PIIIA1-01](#), [PIIIA2-03](#)). Hiring committee members undergo specific training conducted by the LACCD Office of Diversity, Equity, and Inclusion ([PIIIA2-04](#)). All applications are forwarded to the screening committee. Committees are advised of applications that may require additional scrutiny. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

Analysis and Evaluation

LAPC follows all LACCD policies and guides related to hiring. The Academic Senate as well as specific hiring committees work to ensure that qualified, skilled candidates are hired.

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.

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| <p>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.</p> |
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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](#)). 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](#)). 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](#)). HR validates minimum qualifications before a formal employment offer is made for academic employees.

For academic administrators, the minimum qualifications are defined by the California Code of Regulations, Title 5, section 53420 ([PIIIA3-01](#)). Additional job qualifications are identified on the job announcement for each position ([PIIIA3-02](#), [PIIIA3-03](#)). For classified administrators, the LACCD Personnel Commission (PC) has established job descriptions to ensure that all employees hired by the College are properly qualified. The PC studies classifications at periodic intervals to ensure that the classifications are relevant and appropriate ([PIIIA3-04](#), [PIIIA3-05](#)). Extensive testing procedures are in place to ensure that candidates who are placed on eligibility lists have the required skills to guarantee the integrity of programs and services ([PIIIA3-06](#)).

Analysis and Evaluation

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

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

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](#); [DIIIA4-02](#)).

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.

The College and the District respectively verify all transcripts and equivalency documents to ensure that applicants meet the requirements ([PIIA4-01](#), [PIIA4-02](#), [PIIA4-03](#), [PIIA4-04](#)). The LACCD Equivalency Committee meets regularly and will convene off schedule if the need arises to review faculty qualifications to determine if the individual meets minimum qualifications using the Equivalency Criteria stated in the DAS Equivalency instructions ([PIIA4-05](#)).

Analysis and Evaluation

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

The College follows Board Policy as well as LACCD Human Resource Guides in the hiring process. The College ensures that degrees held by faculty and staff are from institutions accredited by recognized U.S. accrediting agencies and non-U.S. degrees are recognized once equivalency can be established. The College works with the District Office of Human Resources and the District Academic Senate to verify all transcripts. Degrees are vetted by the College and then by the DHR. When the need for an equivalency review arises, the College refers the case to the LACCD District Equivalency Committee for review.

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

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](#); [DIIIA5-02](#); [DIIIA5-03](#); [DIIIA5-04](#); [DIIIA5-05](#); [DIIIA5-06](#); [DIIIA5-07](#); [DIIIA5-08](#); [DIIIA5-09](#); [DIIIA5-10](#); [DIIIA5-11](#); [DIIIA5-12](#); [DIIIA5-13](#)). 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](#); [DIIIA5-15](#); [DIIIA5-16](#); [DIIIA5-17](#)).

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](#)). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 ([DIIIA5-19](#); [DIIIA5-20](#); [DIIIA5-21](#); [DIIIA5-22](#); [DIIIA5-23](#); [DIIIA5-24](#)). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions.

During the pandemic response, significant shifts in the evaluation deadlines were created to accommodate for the emergency conditions. This adjustment led to an accumulation of evaluations due in the same period. Therefore, to accommodate these changes and to assure the most effective evaluations for increasing student outcomes, two strategies have been implemented to improve evaluation completion at LAPC. First, the College and the District are reviewing and correcting employee data to make sure employees are attached to the appropriate supervisor, and evaluation timelines are outlined and followed. Second, the College and the District have agreed on a corrective timeline and schedule to complete outstanding employee evaluations, as outlined in the Plan for Improvement ([PIIIA5-01](#), [PIIIA5-02](#), [PIIIA5-03](#)).

The LACCD Personnel Commission (PC) is responsible for the administration of performance evaluations for all classified management, including the vice presidents of administrative services, confidential, and other non-represented employees. Additionally, the PC is responsible for administering the performance evaluation process for all probationary classified employees, and the LACCD Human Resources Division is responsible for administering the performance evaluation process for all permanent classified employees. Probationary classified employees have a 130-day probationary period and are evaluated in the second and fourth months of probation. Probationary classified employees in executive and administrative classes are evaluated during the fourth and ninth months of probation. Thereafter, all permanent classified employees are evaluated annually ([PIIIA5-04](#)). After each evaluation is completed, it is reviewed with and signed by the employee to ensure that performance objectives and recommendations are understood and there is a formal record that the employee received the evaluation. The next higher-level supervisor reviews and signs all evaluations. All evaluations are formal, timely, and well documented.

Per the CBA and California Education Code 87663, the evaluations of probationary faculty, tenured faculty, and adjuncts are formal, timely, and well documented ([PIIIA5-05](#), [PIIIA5-06](#)). All evaluations, comprehensive or basic evaluations, involve student evaluations and suggestions for improvement. If recommendations for improvement are identified through the evaluation process, the faculty member incorporates those suggestions into future self-

evaluations and responds to those recommendations. Recommendations for improvement become the basis for the subsequent evaluations, as faculty members must be evaluated in the next semester after receiving the “needs to improve” on the first evaluation. Faculty receive a copy of the evaluation upon conclusion of the evaluation process, and if a faculty member disagrees with the evaluation, he/she/they can submit a written rebuttal. The form as well as the process of the evaluation of faculty is transparent.

Supervisors are responsible for tracking the evaluations of the employees that report to them and administering the evaluations on the timelines specified in the related collective bargaining agreement or board policy. For example, within Academic Affairs, the instructional deans each maintain tracking spreadsheets that list all the full-time and part-time faculty members and classified staff within their areas of oversight ([PIIIA5-07](#)). When each evaluation is completed, it is uploaded into the EASY system.

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 College adheres to the Personnel Commission as well as Board Policy in the evaluation of staff.

~~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. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

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| 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14) |
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Evidence of Meeting the Standard

LAPC maintains an appropriate number of full and part-time faculty to ensure the quality of its educational programs and services. All faculty positions must be requested through the Faculty Position Priority Committee (FPPC), a sub-committee of the Academic Senate. Staffing needs may be identified in the Comprehensive Program Reviews, as discussed in I.A.3 and I.B.3 ([PIIIA7-01](#), [PIIIA7-02](#), [PIIIA7-03](#)). After the College president approves a faculty hire or a staff hire, the College posts a job description that is aligned with the College mission and purpose as identified in standard III.A.1 ([PIIIA7-04](#), [PIIIA1-01](#), [PIIIA2-03](#), [PIIIA3-02](#)). By advertising and

then subsequently hiring qualified individuals, the College aims to provide quality, inclusive, and innovative services on the campus ([PIIIA7-05](#)).

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](#)).

Analysis and Evaluation

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

The district follows the state of California's faculty obligation number and the LACCD Chancellor's Cabinet sets individual college FON targets. When funds and availability arise, the College follows local procedures for prioritizing hiring. The FPPC and the Comprehensive Program Reviews illustrate a clear institutional process for hiring that supports the College's mission of collaboration and quality.

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

Through the collective bargaining process, the Los Angeles Community College District (LACCD) enters into an agreement with the Faculty Guild to establish policies and practices that provide for adjunct faculty on matters of employment, evaluation, and professional development ([PIIIA8-01](#)). The faculty collective bargaining agreement (CBA) provides for adjunct faculty in the areas of orientation, oversight, evaluation, and professional development in the following ways:

- Article 9: Work Environment defines office space, computing support, telephone and voicemail for all adjunct employees ([PIIIA8-02](#)).
- Appendix A: Salary defines the hourly rate of pay for adjunct faculty ([PIIIA8-03](#)).
- Article 10: Academic Calendar and Flexible Calendar Program outlines the professional development obligation on or off campus, including attendance at the College's annual opening day and what activities may qualify as meeting this obligation ([PIIIA8-04](#)).
- Article 17: Department Chairs describes the duties of a chair, which includes the oversight of adjunct faculty to facilitate strong collegial relationships among part time faculty and facilitate adherence to applicable professional standards ([PIIIA8-05](#)).

- Article 19: Evaluation describes basic evaluations as performed at routine intervals, using the same criteria as contract and regular faculty, and, under certain circumstances, adjunct faculty may request a comprehensive evaluation ([PIIIA8-06](#), [PIIIA8-07](#)).
- Article 27: Benefits provide for adjunct faculty to obtain health benefits ([PIIIA8-08](#)).
- Article 16: Faculty with Adjunct Rate Assignments, Retention, and Seniority outlines the contractual rights and policies for adjunct seniority lists and assignment acceptance ([PIIIA8-09](#)).

In addition to the practices provided for in the faculty CBA, the College provides for the needs of adjunct faculty in the areas of orientation, oversight, evaluation, and professional development in the following ways:

- Adjunct faculty orientation is offered through the Academic Senate at the start of each primary term ([PIIIA8-10](#)). The faculty Guild publishes an adjunct faculty survival guide ([PIIIA8-11](#)).
- Pierce Faculty Advisership and Mentorship Program ([PIIIA8-12](#)).
- On campus professional development throughout the academic year ([PIIIA8-13](#), [PIIIA8-14](#)).
- Professional development through tuition reimbursement is available through the Professional Growth Committee, which is negotiated between the District and the Faculty Guild ([PIIIA8-15](#)).
- C.A.F.E: Center for Adjunct Faculty Engagement ([PIIIA8-16](#)).

In addition to professional development opportunities, adjunct faculty are integrated into the academic participatory governance of the College through the Academic Senate. Three adjunct faculty are elected as senators to the Academic Senate by the entire part time faculty ([PIIIA8-17](#)). The faculty CBA, Article 17, provides for the election of adjunct faculty representatives in each department ([PIIIA8-18](#)). The adjunct representative is eligible to participate in decision making on all matters within a department, attend routine department meetings and vote in the election of the department chair. The College notifies the community about events, activities and meetings through the college email platform. All adjunct faculty are provided a college email address, which can be forwarded to a personal email address. Adjunct faculty provide feedback on campus professional development opportunities through the annual faculty survey ([PIIIA8-19](#)), and they are encouraged to attend the College's opening day activities ([PIIIA8-20](#)).

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

- FLEX workshops available through the Vision Resource Center ([DIIIA8-01](#)).
- 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](#)).

In addition, adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions. These activities help them to be appropriately oriented to LACCD and our students, and to become engaged with student life and the academic processes of LACCD.

Analysis and Evaluation

Orientation, communications, and professional development activities are made available to all adjunct faculty to participate. The CBA clearly specifies the rights of adjuncts, and the College uses its resources to ensure that part-time faculty members can participate in continued professional as well as campus improvement. The new Faculty Advisership and Mentorship Program highlights the College's commitment to engaging adjunct faculty and encouraging collegiality and partnerships.

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

Evidence of Meeting the Standard

As detailed in III.A.7, LAPC follows a clear process for the hiring of educational, technological, physical, and administrative staff. Staffing requests are made through the annual Comprehensive Program Review (CPR) process, and hiring requests proceed to the resource allocation prioritization process ([PIIIA7-03](#), [PIIIA7-02](#), [PIIIA7-01](#)). The resource allocation process begins with the CPR process whereby all programs and departments complete a CPR. The deans and vice presidents of the divisions meet to create a prioritized list based on the resources requested through the CPRs. This list is then taken to the Budget Committee (BC), who then votes on an itemized list. This BC list is then forwarded to the president for review and consideration. In addition to the CPR resource allocation process, the College president reviews the institution's organizational chart for needed updates and the president may initiate hires when an urgent need exists ([PIIIA9-01](#), [PIIIA9-02](#), [PIIIA9-03](#), [PIIIA9-04](#), [PIIIA9-05](#)). For example, in 2021, the President determined that the College needed an Acting Dean of Institutional Effectiveness and immediately set the hiring process in motion ([PIIIA9-06](#)). As described in III.A.1, the Personnel Commission (PC) outlines the qualifications for classified staff and ensures that staff are qualified ([PIIIA9-07](#)).

Analysis and Evaluation

The College's personnel are organized to support its programs and services. Staffing is evaluated through the Comprehensive Program Review process, the resource allocation process via the Budget Committee, and ultimately, by the president. The Personnel Commission also supports the College by providing procedures for hiring qualified classified staff.

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| 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) |
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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](#)). 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.

As discussed in III.A.7 and III.A.9, each operational division at LAPC, including academic affairs, student services, and administrative services, utilizes Comprehensive Program Review to reflect on hiring needs ([PIIIA10-01](#), [PIIIA10-02](#)). Hiring requests are promoted to the divisions for ranking and then to the Budget Committee for final ranking. Finally, the recommendations for hiring are then sent to the president. The College president reviews the institution's organizational chart for needed updates as well as the Budget Committee's resource allocation list ([PIIIA9-01](#), [PIIIA9-02](#), [PIIIA9-03](#), [PIIIA10-03](#), [PIIIA10-04](#)). As detailed in Standard IV.B, the College president is charged with planning, overseeing, and evaluating the administrative structure to ensure effective operation of the College, and when a need arises, the president acts; for example, the President determined that the College needed an Acting Dean of Institutional Effectiveness and immediately set the hiring process in motion ([PIIIA9-05](#)).

As outlined in III.A.1 and III.A.3, the College follows clear district policies as well as human resources guides in the hiring process, ensuring expert and qualified administrators are hired. Administrator job postings articulate the requisite and desired education, skills, knowledge, and abilities; these attributes support the College's mission and purpose ([PIIIA1-02](#), [PIIIA10-05](#)).

Analysis and Evaluation

LACCD has policies in place to determine minimum administrator staffing levels. The College's robust Comprehensive Program Review and resource allocation process illustrate the College's collaborative approach to maintaining a sufficient number of administrators. Through these processes and the authority to move forward urgent hiring needs, the president enables the institution to maintain a sufficient number of administrators in support of LAPC's mission and purposes.

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| 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. |
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Evidence of Meeting the Standard

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

| Item | Location |
|----------------------------------|--|
| BP Chapter 7 | On the LACCD BoardDocs Homepage, click on the Policies link (PIIIA11-01) |
| HR Protocols | Human Resources Website (PIIIA11-02) |
| Collective Bargaining Agreements | Human Resources Website (PIIIA11-03) |
| Employee Forms | Human Resources Website (PIIIA11-04) |

To ensure equitable application of personnel policies and procedures, the College consults with the District's Employer/Employee Relations Department (EER) and has created local procedures like the Faculty Hiring Procedures, when appropriate ([PIIIA11-01](#)). The District Employer/Employee Relations Department information is readily available online, and the Faculty Hiring Procedures are also published on the institution's webpage ([PIIIA11-02](#), [PIIIA11-03](#)). The EER Department supports the equitable administration of district policies and practices. Additionally, they provide training for interview panels on appropriate interaction, questions, and evaluation techniques.

LAPC adheres to all personnel policies and procedures in the district. As detailed in III.A.1, the Personnel Commission establishes rules and regulations related to classified staff hiring, and the College adheres to these set policies. The LACCD Equal Employment Opportunity Plan lists policies and procedures for employees to review ([PIIIA11-04](#)). The LACCD Office for Diversity, Equity, and Inclusion also posts information related to personnel policies and procedures, and this plan is available online ([PIIIA11-05](#)).

The College also utilizes the Faculty Position Prioritization Committee (FPPC). All departments and programs must apply, which is then reviewed by the Committee, and the FPPC uses data and a rubric to fairly and equitably rank hiring positions ([PIIIA11-06](#), [PIIIA11-07](#), [PIIIA11-08](#), [PIIIA11-09](#)). The applications, the rubric, and the data are publicly available via the website ([PIIIA11-10](#)).

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.

The College adheres to all LACCD policies and procedures, which are designed to ensure fairness in employment procedures. The Personnel Commission administers the district's merit system for classified employees. The Personnel Commission, collective bargaining agreements, and Human Resources Guides provide comprehensive personnel policies and procedures, which all staff can readily access. The College provides input to these policies and procedures through representation on the Human Resources Council and other district wide organizations. The College has established local procedures, guidelines and documents to implement the district wide policies and procedures effectively and it interfaces with the District Employer/Employee Relations (EER) Office on a routine basis.

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](#)). 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](#)). 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](#)). 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](#)).

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](#)). 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](#)).

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](#)). 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. These provide opportunities for faculty, staff, administrators, students, and the community to participate discuss policies and procedures related to equity and diversity ([DIIIA12-06](#); [DIIIA12-07](#); [DIIIA12-08](#); [DIIIA12-09](#); [DIIIA12-10](#)).

Los Angeles Pierce College (LAPC) creates and maintains appropriate programs, practices, and services that support its diverse personnel. For example, the Center for Professional Excellence provides extensive programs and services to all personnel ([PIIIA12-01](#)). Through the Vision Resource Center (VRC), employees can access a myriad of professional development opportunities, options that are created locally as well as options created from the state ([PIIIA12-02](#)). In addition to the VRC, the College’s Professional Development Coordinator, through the Center for Professional Excellence, emails employees weekly with training tips and reminders about upcoming professional development opportunities ([PIIIA12-03](#), [PIIIA12-04](#)).

The College also provides faculty with specific instruction related professional development. Faculty professional development is led by the Faculty Professional Development Coordinator who initiates events and workshops to support the diverse needs of the faculty ([PIIIA12-05](#), [PIIIA8-12](#), [PIIIA12-06](#), [PIIIA12-07](#), [PIIIA12-08](#)). The Center for Professional Excellence Professional Development Coordinator in conjunction with the Faculty Professional Development Coordinator also support professional development opportunities related to equity in hiring ([PIIIA12-09](#)).

The Pierce College Diversity Committee (PCDC), a subcommittee of the Pierce College Council (PCC), promotes awareness of diversity among faculty, staff, students, and administrators ([PIIIA12-10](#)). The PCDC has established an annual Multi-Cultural Day and has created a newsletter to share with all College personnel, both of which promote equity and diversity consistent with the College’s mission ([PIIIA12-11](#), [PIIIA12-12](#)). The PCDC also created a

diversity and equity statement for faculty to place in their syllabi, which further promotes the College's mission ([PIIIA12-13](#)).

There are multiple college and district programs that support and assess diversity. The district provides work life support services to all personnel through the Employee Assistance Program (EAP) [[PIIIA12-14](#), [PIIIA12-15](#)]. Project Match is a cooperative district-wide program introduced to promote quality instruction and diversity in community college teaching ([PIIIA12-16](#)). The District's Human Resources Office ensures diversity in the classified candidate pools is tracked when candidates are interviewed to become part of the eligibility list. The College's Office of Institutional Effectiveness (OIE) annually assesses the diversity of its employees and publicly publishes this information ([PIIIA12-17](#), [PIIIA12-18](#)).

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.

As an equity-minded campus, as stated in the College's mission, the College is committed to providing as well as maintaining programs and services to support the diverse personnel. The College's College Professional Development Coordinator as well as Faculty Professional Development Coordinator work hard to provide employees with numerous opportunities to support their needs. The College's Diversity Committee as well as the District's EAP program also help to support personnel. The institution assesses its record of employment equity and diversity at the district and local level, and this information is made available to the public.

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| 13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. |
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Evidence of Meeting the Standard

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

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

The LACCD also has adopted policies regarding prohibited discrimination and harassment ([PIIIA11-05](#), [PIIIA13-01](#), [PIIIA13-02](#)).

The Employer/Employee Relations (EER) Handbook provides guidance to all staff in matters of employee evaluations and progressive discipline ([PIIIA13-03](#)). The LACCD Personnel Commission (PC) Classified Employee Handbook, which includes language on student workers, provides written information on acceptable conduct and consequences for inappropriate conduct ([PIIIA13-04](#)).

At the local level, the Los Angeles Pierce College (LAPC) Academic Senate has adopted a professional code of ethics created by the Professional Ethics Committee ([PIIIA13-05](#), [PIIIA13-06](#)). The Academic Senate by-laws have established the Senate's Professional Ethics Committee (PEC) as a standing committee that meets monthly throughout the academic year to discuss critical issues related to professional ethics ([PIIIA8-17](#), [PIIIA13-07](#), [PIIIA13-08](#)).

The Faculty Collective Bargaining Agreement (CBA) specifies in Article 5 that the board shall not discriminate against any faculty member and that the work environment shall be collegial ([PIIIA13-09](#), [PIIIA13-10](#)). The CBA reflects the institution's commitment to ethical behavior by all members of the College community.

Analysis and Evaluation

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

Both the District and the College foster ethical behavior in their employees in several ways. Board Policies and Administrative Regulations are readily available to employees as well as the public. The Professional Ethics Committee and the Academic Senate post the LAPC code of ethics on the website. Consequences for inappropriate conduct are outlined in the EER Handbook and the PC Handbook. The faculty union contract also specifies consequences for unethical behavior.

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](#)). 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](#)).
- Professional Development and Tuition Reimbursement funds are available under each of the union contracts ([DIIIA14-02](#)).
- *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](#), [DIIIA14-04](#), [DIIIA14-05](#), [DIIIA14-06](#)), [DIIIA14-07](#)).
- The Chancellor's President's Academy ([DIIIA14-08](#), [DIIIA14-09](#)).

Los Angeles Pierce College (LAPC) plans for and provides all personnel with appropriate opportunities for professional development in a numerous of ways. LAPC's integrated planning calendar illustrates how professional development has been institutionalized and outlines the four-year plan for professional development, which the College follows ([PIIIA14-01](#), [PIIIA14-02](#)). The College Professional Development Committee (CPDC), led by the Professional Development Coordinator, and works closely with the Faculty Professional Development Committee (FPDC), led by the Faculty Professional Development Coordinator, to provide a plethora of opportunities for professional growth ([PIIIA12-05](#), [PIIIA12-10](#), [PIIIA14-03](#), [PIIIA14-04](#)). A sampling of programs, events, and workshops are listed below.

| Professional Development Opportunity | Evidence |
|---|--|
| Opening Day Presentation and Workshops | PIIIA14-05 |
| Spring Convocation | PIIIA14-06 , PIIIA14-07 |
| Big Fall Launch | PIIIA14-08 BigFallLaunch |
| Cultural Curriculum Audit | PIIIA12-06 |
| One Book One Campus | PIIIA14-09 |
| Center for Adjunct Engagement (CAFÉ) | PIIIA14-10 |
| Pierce Faculty Advisership and Mentor Program (PFAM) | PIIIA8-12 |
| Peer Online Course Review (POCR) | PIIIA14-11 |
| Canvas Week | PIIIA14-12 |
| Microsoft Workshops | PIIIA12-04 |
| Franklin Covey Workshops and Certification: Powerful Pierce Professionals | PIIIA14-13 |
| Summer Stretch | PIIIA14-14 |
| New Faculty Orientation | PIIIA14-15 , PIIIA14-16 |
| Wellness Wednesday | PIIIA14-17 |
| Allyship Book Club | PIIIA14-17 |

Professional development is systematically evaluated and used for improvement. The advent of the Vision Resource Center (VCR) aided the College in providing instant feedback on workshops and events, as surveys are generated after an event is complete ([PIIIA14-18](#), [PIIIA14-19](#)). The Professional Development Coordinators also solicit feedback for events and programs ([PIIIA14-20](#), [PIIIA14-21](#)). At the end of each academic year, the Professional Development Coordinator initiates a professional development needs assessment, which is then used to create

and improve programs for the next academic year ([PIIIA14-22](#)). During the 2020-2021 academic year, 35,491 professional development hours amongst 964 Pierce employees were logged in the VCR ([PIIIA14-23](#)).

The College also supports professional growth by offering tuition reimbursement for conferences and/or classes. The College Professional Growth Committee (PGC), guided by Article 23 of the faculty Guild collective bargaining agreement (CBA) for faculty and LACCD Human Resources office for classified staff, provides funds for furthering education ([DIIIA14-04](#), [PIIIA14-23](#), [PIIIA14-24](#)). The College receives funds for professional development from the District, as directed in the CBA. Faculty who attends conferences must complete an evaluation and assessment of the conference's relevance to their discipline and the College ([PIIIA14-25](#), [PIIIA14-26](#)). In addition to conference reimbursement, the District also provides "Implicit Bias and Culturally Responsive" training every three years, and this training may be used as credit for a faculty members flex credit ([PIIIA14-27](#)).

Analysis and Evaluation

There are appropriate opportunities for staff, faculty, and administrators to professionally develop at all levels. LAPC identifies professional development needs and develops activities to meet those needs in various ways. The CDPC and the FPDC work collaboratively to provide all personnel with a diverse array of professional development opportunities. The College also encourages faculty to pursue tuition reimbursement to advance learning and knowledge. The VCR has aided the College in providing a robust schedule of activities, and these activities are systematically evaluated by personnel. In addition to individual activities evaluations and assessments, the Professional Development Coordinators solicit feedback from faculty, staff, and administrators through an annual professional development needs assessment.

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

Evidence of Meeting the Standard

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

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

LACCD ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate. The College keeps personnel records secure and confidential. Los Angeles Community College's (LACCD) Board Policy 7120 vests responsibility and custodianship of all employee records with the vice chancellor of Human Resources ([PIIIA15-01](#)).

Employee records are physically housed and secured in the District's Human Resources Office where employees can view them. Access to and release of employee information is described in the LACCD Human Resources (HR) Guide HR P-102, Employee Information Release, as well as in all collective bargaining agreements (CBA) [[PIIA15-02](#), [PIIA15-03](#), [PIIA15-04](#), [PIIA15-05](#), [PIIA15-06](#), [PIIA15-07](#)]. Electronic personnel records are housed in the SAP HR Enterprise Resource Planning system, access, which is strictly limited, and is based on employee role and function within the District.

In addition to permanent employee records, the confidentiality of employee recruitment records is under the direction of the recruitment equal employment opportunity officer (EEO). During the hiring process, the College provides security and confidentiality of employee and prospective employee records. The confidentiality of applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees ([PIIA15-08](#), [PIIA15-09](#)).

Analysis and Evaluation

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

Conclusions on Standard III.A. Human Resources

The LACCD has consistent policies and procedures for all college 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. The College meets this Standard.

Through policies and procedures at the District as well as at the College, Los Angeles Pierce College endeavors to invest its human resources to achieve its mission, to improve the academic experience, and to advance institutional effectiveness. The institution uses organized and effective processes and practices in all aspects of human resources: recruitment, hiring, professional development, and job performance evaluations. All processes and practices illustrate the College's commitment to continuous improvement in an effort to support student achievement and student success.

Plans Arising Out of the Self-Evaluation Process

LAPC has a plan in place to complete employee evaluations by December 30, 2022. The College will monitor the District's established process for evaluation completion to ensure the College completes evaluations in a timely manner. The process will include monthly reports from the College HR Advisor to the College Senior Staff.

| Standard | Change, Improvement, and Innovation | College Lead(s) and Venues | Timeline | Outcome and Status |
|----------|--|---|-----------------------|--|
| III.A.5 | Complete evaluations for all employees | Senior staff, Management Teams, and District HR | Fall 2022-Spring 2023 | Higher percentage of completed evaluations |

Evidence List

[DIIA1-01](#) HR Org Chart Operations Enhanced
[DIIA1-02](#) HR Guides HR R-110 through R-400
[DIIA1-03](#) HR Guide R-110
[DIIA1-04](#) HR Guide R-121
[DIIA1-05](#) HR Guide R-122
[DIIA1-06](#) HR Guide R-124
[DIIA1-07](#) HR Guide R-130 on Academic Employee Hiring
[DIIA1-08](#) BP 7120 Recruitment and Hiring
[DIIA1-09](#) BP 7270 Unclassified/Student Employees
[DIIA1-10](#) CCC Registry
[DIIA1-11](#) Recruitment Journals and Websites for Job Searches
[DIIA1-12](#) HRGuide R-130 Adjunct Faculty Hiring August 2017
[DIIA1-13](#) PC Laws and Rules
[DIIA1-14](#) PC Class Specifications
[DIIA1-15](#) Personnel Commission Website for positions and job descriptions
[DIIA1-16](#) PC Rule 615
[DIIA1-17](#) Classified Staffing Request
[PIIA1-01](#) Chemistry Job Posting 2019
[PIIA1-02](#) Dean of CTE Job Posting 2019
[PIIA1-03](#) Faculty Position Priority Committee (FPPC) Charter
[PIIA1-04](#) Faculty Hiring Procedures 2017

[DIIA2-01](#) Updated CCCC 2020 Report Min Qualifications-
[DIIA2-02](#) Academic Jobs
[DIIA2-03](#) EEO Plan
[DIIA2-04](#) Equivalency Committee (DEC)

[DIIIA2-05](#) HR R-130N

[DIIIA2-06](#) AP 7211

[DIIIA2-07](#) Faculty Job Description

[PIIIA2-01](#) HR-R-100

[PIIIA2-02](#) Foreign Transcript Evaluation

[PIIIA2-03](#) English Job Posting 2021

[PIIIA2-04](#) EEO Training

[DIIIA3-01](#) LACCD Employment Webpage

[PIIIA3-01](#) California Code of Regulations-Title 5

[PIIIA3-02](#) Anthropology Job Posting 2021

[PIIIA3-03](#) Dean of IE Job Posting 2017

[PIIIA3-04](#) PC-Rule 516

[PIIIA3-05](#) PC-Rule 544

[PIIIA3-06](#) PC-Exam Process

[DIIIA4-01](#) BP 7210 Academic Employees

[DIIIA4-02](#) LACCD Board Rules Chapter X, Article III

[PIIIA4-01](#) District Equivalency Process

[PIIIA4-02](#) Equivalency-Flowchart

[PIIIA4-03](#) PC-Laws and Rules-Webpage

[PIIIA4-04](#) HR-R-000

[PIIIA4-05](#) District Academic Senate-Equivalency

[DIIIA5-01](#) AFT Faculty Guild Article 19 - Evaluation Procedures

[DIIIA5-02](#) AFT Faculty Guild Article 42- Tenure

[DIIIA5-03](#) AFT 1521A Staff Guild CBA Evaluation Process

[DIIIA5-04](#) Building & Construction Trades CBA Article 15 - Trade Evaluation Procedures

[DIIIA5-05](#) SEIU Local 99 - Article 12 - Evaluation Procedures

[DIIIA5-06](#) SEIU 721 - Article 11 - Evaluation Procedures

[DIIIA5-07](#) Teamsters - Article 8 - Evaluation Procedures

[DIIIA5-08](#) Faculty Evaluation Form ACD

[DIIIA5-09](#) Form-PE-CT-PM - Classified Staff Permanent Employee Evaluation

[DIIIA5-10](#) Form-PE-CR Classified Staff Building Trades Evaluation

[DIIIA5-11](#) Form-PE-CS Classified Staff, Local 721 Evaluation

[DIIIA5-12](#) Local 99 Appendix C Evaluation

[DIIIA5-13](#) Teamsters Perf Eval Form

[DIIIA5-14](#) BP 7150 Evaluations

[DIIIA5-15](#) PC Rule 702

[DIIIA5-16](#) HR-E210 Guide PerfEval SrAcadMgr

[DIIIA5-17](#) HR-E215 Guide PerfEval Acad Coll VP

[DIIIA5-18](#) Evaluation Reminder Sample EASy_Redacted

[DIIIA5-19](#) AFT 1521 MOU 2021

[DIIIA5-20](#) AFT1521A MOU 2020

[DIIIA5-21](#) Trades MOU 2020

[DIIIA5-22](#) Teamsters MOU 2020

[DIIIA5-23](#) SEIU 99 MOU 2020
[DIIIA5-24](#) SEIU 721 MOU 2020
[PIIIA5-01](#) President Memo-Evaluation Plan
[PIIIA5-02](#) No Manager SAP Employee List
[PIIIA5-03](#) District Evaluation Update
[PIIIA5-04](#) PC-Evaluations
[PIIIA5-05](#) AFT 1521-Article 42
[PIIIA5-06](#) Ed Code-Title3
[PIIIA5-07](#) Evaluation Tracking Sheet

[DIIIA7-01](#) Notice of Intent (NOI)
[PIIIA7-01](#) Comprehensive Program Review (CPR)-English-2020
[PIIIA7-02](#) CPR-Life Sciences-2020
[PIIIA7-03](#) CPR-Library-2020
[PIIIA7-04](#) Agriculture Science-Adjunct Job Posting
[PIIIA7-05](#) Mission Flyer

[DIIIA8-01](#) ELAC - Vision Resource Center (FLEX)
[DIIIA8-02](#) Adjunct Support Sample
[PIIIA8-01](#) LACCD-Article XIV
[PIIIA8-02](#) AFT 1521-Article 9
[PIIIA8-03](#) AFT 1521-Adjunct Pay Scales
[PIIIA8-04](#) AFT1521-Article10
[PIIIA8-05](#) AFT 1521-Chair Duties
[PIIIA8-06](#) AFT 1521-Article 19
[PIIIA8-07](#) AFT 1521-Appendix C
[PIIIA8-08](#) AFT 1521-Article 27
[PIIIA8-09](#) AFT 1521-Article 16
[PIIIA8-10](#) New Faculty Orientation-Schedule
[PIIIA8-11](#) Adjunct-Survival Guide
[PIIIA8-12](#) P-FAM
[PIIIA8-13](#) QPR-Flyer
[PIIIA8-14](#) Student Success Conference
[PIIIA8-15](#) Tuition Reimbursement
[PIIIA8-16](#) CAFE
[PIIIA8-17](#) Senate Bylaws 2022
[PIIIA8-18](#) AFT 1521-Article 17
[PIIIA8-19](#) PD Needs Adjunct Survey
[PIIIA8-20](#) Opening Day Flyer

[PIIIA9-01](#) Student Services Org Chart
[PIIIA9-02](#) Academic Affairs Org Chart
[PIIIA9-03](#) Administrative Services Org Chart
[PIIIA9-04](#) Maintenance and Operations Org Chart
[PIIIA9-05](#) President's Office Org Chart
[PIIIA9-06](#) Acting Dean IE-Job

[PIIIA9-07](#) PC-Qualifications

[DIIIA10-01](#) Unrestricted General Fund Allocation Model

[PIIIA10-01](#) CPR-CAOT-2020

[PIIIA10-02](#) CPR-ASL-2020

[PIIIA10-03](#) VPAA-Job

[PIIIA10-04](#) VPSS-Job

[PIIIA10-05](#) Interim VPAA-Job

[DIIIA11-01](#) Board Policies

[DIIIA11-02](#) HR Guides

[DIIIA11-03](#) Union Contracts

[DIIIA11-04](#) Faculty & Staff Resources Forms

[PIIIA11-01](#) Faculty Hiring Procedures

[PIIIA11-02](#) EER-Webpage

[PIIIA11-03](#) Senate-Website-Faculty Hiring

[PIIIA11-04](#) EEO Plan

[PIIIA11-05](#) DEI Office-Website

[PIIIA11-06](#) FPPC-Non-Classroom Application

[PIIIA11-07](#) FPPC-Application

[PIIIA11-08](#) FPPC Ranking

[PIIIA11-09](#) FPPC-Ranking Data

[PIIIA11-10](#) FPPC-SharePoint

[DIIIA12-01](#) BP 1200

[DIIIA12-02](#) Vision Resource Center

[DIIIA12-03](#) Representation of LACCD EEO Advisory Committee

[DIIIA12-04](#) List of Trained EEO Representatives

[DIIIA12-05](#) Chancellor's Communication - Framework for Racial Equity and Social Justice

[DIIIA12-06](#) Black/African American & LGBTQIA+ Joint Advisory Committee Flyer

[DIIIA12-07](#) Black/African American & LGBTQIA+ Joint Advisory Committee Agenda

[DIIIA12-08](#) MACALA/DACA Task Force Joint Event Flyer

[DIIIA12-09](#) MACALA/DACA Task Force Joint Event Agenda

[DIIIA12-10](#) Board Ad Hoc Committee Teaching & Learning Barriers for Non-English Speaking

[PIIIA12-01](#) Center for Professional Excellence (CPE)-Website

[PIIIA12-02](#) Vision Resource Center (VRC)-Website

[PIIIA12-03](#) Professional Development Opportunity Email

[PIIIA12-04](#) Tuesday Training Tip

[PIIIA12-05](#) Faculty Professional Development Committee (FPDC)-Charter

[PIIIA12-06](#) Cultural Curriculum Audit

[PIIIA12-07](#) Stamped Series

[PIIIA12-08](#) Syllabi Symposium

[PIIIA12-09](#) Equity in Hiring-PD

[PIIIA12-10](#) CPDC-Charter

[PIIIA12-11](#) Multi-Cultural Day

[PIIIA12-12](#) Diversity Newsletter

[PIIIA12-13](#) DEI Statement-Syllabus
[PIIIA12-14](#) LACCD-EAP
[PIIIA12-15](#) EAP-Workshop
[PIIIA12-16](#) Project Match
[PIIIA12-17](#) Ethnicity Dashboard
[PIIIA12-18](#) OIE-Website

[DIIIA13-01](#) BP 2715 Code of Ethics
[DIIIA13-02](#) PC Rule 735
[DIIIA13-03](#) Education Code 87732
[PIIIA13-01](#) DEI-Overview
[PIIIA13-02](#) Unlawful Discrimination Form
[PIIIA13-03](#) HR Handbook
[PIIIA13-04](#) Classified Handbook
[PIIIA13-05](#) LAPC-Code of Ethics
[PIIIA13-06](#) Senate Minutes 5-2021
[PIIIA13-07](#) PEC-Charter
[PIIIA13-08](#) PEC Minutes 4-2019
[PIIIA13-09](#) AFT 1521-Article 5
[PIIIA13-10](#) AFT 1521-Appendix O

[DIIIA14-01](#) Women's Empowerment Flyer
[DIIIA14-02](#) Professional Development Articles Contained in Collective Bargaining Agreements
[DIIIA14-03](#) Dean's Academy Sample
[DIIIA14-04](#) Deans Academy Info & Agenda 20200103
[DIIIA14-05](#) Presentation on Deans
[DIIIA14-06](#) Essentials in Supervision 2019 GAP
[DIIIA14-07](#) Essentials in Supervision Fall 2019 Schedule
[DIIIA14-08](#) Presidents' Academy
[DIIIA14-09](#) Presidents' Academy Brochure
[PIIIA14-01](#) Integrated Planning Calendar
[PIIIA14-02](#) Professional Learning Plan
[PIIIA14-03](#) Faculty Professional Development Committee (FPDC) Minutes 11-2020
[PIIIA14-04](#) College Professional Development Committee (CPDC) Minutes 4-2021
[PIIIA14-05](#) Opening Day 2021
[PIIIA14-06](#) Student Success Committee (SSC) 2021
[PIIIA14-07](#) SSC 2020
[PIIIA14-08](#) Big Fall Launch
[PIIIA14-09](#) One Book One Campus
[PIIIA14-10](#) CAFE
[PIIIA14-11](#) POCR
[PIIIA14-12](#) Canvas Week
[PIIIA14-13](#) Franklin Covey Workshops
[PIIIA14-14](#) Summer Stretch
[PIIIA14-15](#) New Faculty-Orientation

[PIIIA14-16](#) New Faculty-Success Series
[PIIIA14-17](#) Training Tips
[PIIIA14-18](#) BFL-Evaluation
[PIIIA14-19](#) FC-Evaluation
[PIIIA14-20](#) Stressed Students-Feedback
[PIIIA14-21](#) Canvas Training-Feedback
[PIIIA14-22](#) Professional Development Needs Survey-Results
[PIIIA14-23](#) VRC Hours
[PIIIA14-24](#) Power Pierce Professionals
[PIIIA14-25](#) Conference Policies
[PIIIA14-26](#) Conference Report Template
[PIIIA14-27](#) AFT 1521-Article 23

[DIIIA15-01](#) Personnel File Articles Contained in Collective Bargaining Agreements
[PIIIA15-01](#) BP 7120
[PIIIA15-02](#) Teamsters CBA-Article 21
[PIIIA15-03](#) SEIU 721 CBA-Article 22
[PIIIA15-04](#) Building Trade CBA-Article 22
[PIIIA15-05](#) AFT 1521A-Article 18
[PIIIA15-06](#) AFT 1521-Article 24
[PIIIA15-07](#) HR-P102
[PIIIA15-08](#) Campus Review Agreement
[PIIIA15-09](#) Campus Interview Agreement

B. Physical Resources

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

Evidence of Meeting the Standard

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

The College's ADA Coordinator is designated by the College President. The College's ADA Coordinator is charged with coordinating ADA compliance and compliance with Sections 504 and 508 of the Rehabilitation Act of 1973 ([PIIIB1-01](#)). The College also maintains The Los Angeles Pierce College ADA/504 Transition Plan to ensure facilities are safe and accessible, and the Transition Plan identifies the list of barriers and describes how barriers will be removed ([PIIIB1-02](#)ure that the facility is ADA compliant and note any potential safety issues accept in the case of area high schools as these entities are required to comply with the same ADA and DSA requirements ([PIIIB1-03](#)).

The Build-LACCD Bond Construction program at the College currently has an ADA upgrade project in completion and one in planning. These projects address accessible ramp systems with lighting, paths of travel, flooring issues, sidewalk repairs, handrails, grab bars, non-compliant stairs, and more in multiple campus areas. These projects are highlighted in the Bond Program Report ([PIIIB1-04](#)). These projects ensure access and safety to meet current and future needs.

To ensure the LAPC's physical resources are safe and maintained, the Facilities, Maintenance, and Operations department (FMO) strategically organizes its staff so that all concerns are addressed ([PIIIB1-05](#)). Work orders are prioritized based on safety, health, and impact to learning and working environments. A new web-based work order system was launched in June 2021 to streamline and expedite the reporting and addressing of facilities concerns. This new system is accessible and manageable from multiple devices and locations to ensure facilities concerns are received quickly ([PIIIB1-06](#)). This system is also used by FMO employees to document the assessment and evaluation of facilities and equipment and schedule maintenance work. Charts are also available for work order evaluation ([PIIIB1-07](#)).

The Facilities Condition Index (FCI) in the FUSION database is utilized to identify and track work needed and lifecycle status of current facilities ([PIIIB1-08](#)). FUSION is a state-wide database that is the result of the Foundation for California Community Colleges and the California Community Colleges Chancellor's office efforts to "streamline the process for funding, managing and completing facility projects at all 72 of its districts." It is designed for facilities assessment, planning, project management and evaluation. FUSION provides understandable information that helps justify requests for funding.

The College also maintains preventive maintenance (PM) agreements to assure critical systems are maintained in safe working condition to serve the students and programs. Some systems currently serviced by PM agreements are: The Center for Sciences Deionized Water System, Elevators and Wheel Chair Lifts, and the Central Plant Cooling Equipment ([PIIIB1-09](#), [PIIIB1-10](#)).

LAPC assures construction and maintenance of physical resources by strategically utilizing all funding sources available. The College's general operating budget for FMO funds the majority of the daily maintenance for safe and sufficient resources. Additional funding needed is requested through the College's annual resource prioritization and allocation process; for further information regarding program review and resource allocation see I.A.3 and I.B.3. Deferred Maintenance and Scheduled Maintenance Funding needed for larger scale maintenance projects

is acquired with the assistance of the District's FP&D ([PIIB1-11](#)). The College requests Deferred Maintenance funding from the District through FP&D. FP&D also secures Scheduled Maintenance funding from the State for the College utilizing the FUSION database ([PIIB1-12](#)). Examples of Scheduled and Deferred Maintenance funding proposals and projects illustrate the College's commitment to continued safe and secure resources.

1. Dance Floor Replacement ([PIIB1-13](#))
2. Mold Abatement Project ([PIIB1-14](#))
3. Pool Light Fixture ([PIIB1-15](#))
4. Water Bottle Filling Stations ([PIIB1-16](#))
5. EVAP Coolers Replacement ([PIIB1-17](#))
6. Faculty Offices HVAC ([PIIB1-18](#))

LAPC has created formal processes to oversee the continued safe, secure, and healthy working environment. The Facilities Advisory Committee (FAC) is a sub-committee of the PCC and acts as a recommending body to it. FAC is responsible for the strategic oversight of college facilities, construction and fire/life/safety systems ([PIIB1-19](#)). The Work Environment Committee (WEC) regularly reviews issues related to safe and healthful working environments and resolves them through cooperation with FAC and FMO ([PIIB1-20](#)). BUGs are comprised of stake holders of a building that have been assigned space within it as described in the District Citizens Oversight Committee (DCOC) Handbook ([PIIB1-21](#)). The District initiated DCOCs to implement the historic bonds measures described in III.B 2 ([PIIB1-22](#)). BUGs are involved to ensure the building's furnishings, fixtures and equipment are appropriate and sufficient for the users and academic programs. FAC, WEC, and BUGs all function to ensure that current and planned facilities are safe, sufficient, and strong to facilitate student success.

The College is required to submit all building plans to the Division of the State Architect (DSA) that provides construction oversight ([PIIB1-23](#)). The DSA reviews the plans for compliance with structural, fire/life/safety, and ADA compliance. Construction does not begin until full DSA approval is received. During construction, projects are frequently inspected by a DSA-certified Inspector of Record and go through a rigorous commissioning process as stipulated in the District Citizens Oversight Committee (DCOC) Handbook ([PIIB1-21](#)). These required steps assure that buildings are constructed to ensure the safety, access, and compliance of the College's physical resources.

In addition to encouraging oversight to the construction and maintenance of the facilities, LAPC is committed to safety. The College's designated Safety Coordinator is involved in emergency planning, response, and communications. LAPC has created formal plans for emergencies. For example, the Pierce College Emergency Plan includes an immediate action check list and requires FEMA training of staff involved in Emergency Operations Centers and Incident Command Centers ([PIIB1-24](#), [PIIB1-25](#)). Emergency Evacuation Coordinators were established amongst staff. Training in first aid, evacuations, and support for major disaster events is ongoing, including Los Angeles Fire Department CERT (Community Emergency Response Training) and disaster drills ([PIIB1-26](#), [PIIB1-27](#), [PIIB1-28](#), [PIIB1-29](#)). The College utilizes the Blackboard Connect communication system to quickly notify students, staff, and faculty of emergency situations via text and phone calls.

The LA County Sheriff's Department adds another layer of safety and security to the campus. The Sheriff's Department is housed on campus and provides 24/7 safety and security by providing escorts, patrolling, responding to emergencies and mental health concerns, and monitoring potential safety and security issues ([PIIIB1-30](#)). The Department reports to the Pierce College Council (PCC) and compiles the Annual Security Report with Clery Act definitions posted on the college website ([PIIIB1-31](#), [PIIIB1-320](#), [PIIIB1-33](#)). They also provide Active Shooter trainings ([PIIIB1-34](#)). The LAPC SAFE online app was launched in 2020 and has many useful tools available with just a tap ([PIIIB1-35](#)).

LAPC is not only committed to safety and security but also health – the health of students, faculty, staff, and the campus itself. The College maintains the S. Mark Taper Foundation Botanic Garden that is used as an outdoor botanical laboratory for biology students and a secure, healthy learning environment for Horticulture students ([PIIIB1-36](#), [PIIIB1-37](#)). In addition to the beauty of the campus landscape, LAPC is one of the few campuses in our District that maintains an on-campus Student Health Center to address student's physical and mental health needs ([PIIIB1-38](#)). Pierce College also operates the Brahama Pantry to provide basic needs and services to insecure students so they can focus their attention on academic success ([PIIIB1-39](#)). In addition to helping students on a path to health, the college also initiated Wellness Wednesdays for all faculty and staff to learn and practice healthful living and working techniques ([PIIIB1-40](#)). Allocating and maintaining these resources demonstrates the college's dedication to a healthful learning and working environment.

The College's well maintained and sufficient facilities contribute to the health, the safety, and the identity of our community as well as our students. The College's Equestrian Facilities remain ready at a moment's notice to serve as a Large Animal Evacuation Center during fires or other emergency events, if activated by the Los Angeles County Department of Animal Care & Control ([PIIIB1-41](#)). Our physical resources have provided emergency solace as a Red Cross Evacuation Center ([PIIIB1-42](#)). The College regularly provides facilities for Blood Drives, County of LA Vote Center, non-profit youth events, and cultural celebrations ([PIIIB1-43](#), [PIIIB1-44](#), [PIIIB1-45](#), [PIIIB1-46](#)). The College stands ready to serve our students, staff, and community related to health and safety.

When the COVID-19 Pandemic hit, the College immediately pivoted to an online instructional format. While most all campus staff had to transition to working remotely, Facilities, Maintenance and Operations (FMO) staff remained and quickly moved to specialized cleaning and disinfecting procedures. ICC (Incident Command Center) COVID-19 Teams were formed to address the continuity of the institution's mission in the new pandemic environment ([PIIIB1-47](#)). Team A is dedicated to Health and Safety. The Team created safety protocols for all on-campus activities including campus visits, "hard-to-convert" classroom instruction, and distributions of essential items (computers, supplies, classroom equipment and food) to ensure the health and safety of students, faculty, and staff while maintaining the integrity of instruction and the campus mission.

Analysis and Evaluation

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

LAPC prioritizes the safety, security, accessibility, and health of the campus, the students, and the employees. The College ensures that the maintenance and construction of physical resources are safe and are sufficient for the needs of the academic programs; in addition, the College documents the steps taken to provide an improved environment for student learning and success.

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

To support the College mission in order 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, based on these evaluations.

The District requires the College to have a governing board-approved Facilities Master Plan (FMP) prior to any construction or renovation of facilities ([PIIIB2-01](#)). The College's FMP was created in 2002 and has undergone several updates as new bonds were approved and new projects were added; the most current version being 2021 ([PIIIB2-02](#)). The creation of the FMP and its periodic updates is a robust and intensive undertaking involving several entities, including campus constituents, the District Facilities Planning and Development Department (FPDD), Facilities Master Planning and Oversight Committee (FMPOC), the Project Management Office (PMO), the College Project Team (CPT), outside consultants, environmental impact reports (EIR), and legal counsel ([PIIIB1-11](#), [PIIIB2-03](#), [PIIIB2-04](#), [PIIIB2-05](#)). The FMP details the planned buildings, locations, relocations, demolition activities, and the impact of any increase in student population. The Facilities Strategic Plan (FSP) 2018-2022 differs from the FMP ([PIIIB2-06](#)). The FSP requires that all due diligence is performed to verify that new facility designs meet campus standards, are ADA compliant, are sustainable and can be maintained. The FSP was created through shared governance by FAC and is linked to goals B3 and B4 of the College's Strategic Master Plan (SMP) 2017-2021, which is currently in process of being updated. The FSP is updated every four years as detailed in the Integrated Planning Calendar ([PIIIB2-07](#), [PIIIB2-08](#), [PIIIB2-09](#)). The next review is scheduled in Fall 2022. FAC created A Total Cost of Ownership (TCO) calculator which is available to understand the financial impact of the design and the College's capacity to fund the required maintenance ([PIIIB2-10](#)). Similar to FAC, WEC, and BUGs, the formal plans for physical resources illustrate collaboration and transparency.

The Build-LACCD Bond Construction Program illustrates the College's ongoing efforts to plan, build, upgrade, and replace physical resources as needed for continued resource improvement. This program is comprised of Proposition A (2001), Proposition AA (2003), Measure J (2008) and Measure CC (2016) ([PIIIB2-11](#)). The state of the program at LAPC is strong. The College has the highest number of projects to improve physical resources in the District. Four new projects broke ground in 2020 and seven projects were scheduled for completion. Ten new projects are scheduled to start construction in 2021 with six more slated for completion to assure facilities that support academic programs and the needs of the students. The Bond Project Report and Project Activity Maps list all active projects and are color coded by project phase ([PIIIB2-12](#)).

The project examples here show that Bond projects and strategically planned Deferred and Scheduled Maintenance projects ensure effective utilization of physical resources to support the College's programs and services through replacements and upgrades.

1. SLE Center for Sciences Technology Upgrades ([PIIIB2-13](#))
2. P.E. Facilities – Improvements ([PIIIB2-14](#))
2. Cross Country Course Regrade and Resurface ([PIIIB2-15](#))
3. Field House Heating System Boiler Replacement ([PIIIB2-16](#))

To ensure oversight and encourage broad participation in the area of physical resources, the Facilities Advisory Committee (FAC) is charged with being the governance body to undertake an in-depth investigation of every proposed bond project, changes to the bond program at the College, and to make recommendations to the Pierce College Council (PCC) ([PIIIB1-19](#), [PIIIB2-17](#)). The BUGs, as described in III.B.1, aid in further determining and refining the scope and size of new facilities. They are involved in the design and occupancy phases and facilitate the selection of furniture, fixtures, and equipment to ensure the facility meets the needs of the students and support academic programs and services ([PIIIB1-21](#), [PIIIB2-18](#)). Bond projects' status are presented to PCC each month as a standing agenda item; these presentations encourage transparency and dialogue regarding physical resources on the College campus ([PIIIB1-31](#), [PIIIB2-19](#)). The LAPC mission is to empower, and the entire campus community is empowered with the planning and maintaining of the physical resources to support its programs.

Oversight of the bond construction program by the College is required to keep projects on track, on budget, and aligned with goals B3 and B4 in the College Strategic Master Plan (SMP) 2017-2021, which is currently in process of review ([PIIIB2-07](#)). The District provides direct oversight of the bond construction program through many of the same entities involved in the FMP process just discussed: FPDD, FMPOC, PMO and CPT. The College works with these District entities to assure projects are progressing as efficiently as possible ([PIIIB1-21](#)).

As described in III.B.1 and III.B.3 the College develops plans and employs multiple methods and resources for maintenance of physical resources.

In an effort to achieve the LAPC mission of enriching, empowering, and engaging students as well as the community, LAPC is committed to maintaining, building and upgrading its physical resources and ensuring their effective utilization. Below are examples of current land and

building projects planned to engage, enrich and support the College's students, programs and services.

1. Expanded Automotive and New Technical Education Facilities ([PIIB2-20](#))
2. Landscaping – Park, Access Road, DeSoto and Mason Entrances ([PIIB2-21](#))
3. Child Development Academic Facility ([PIIB2-22](#))
4. Agricultural Education Center Ed ([PIIB2-23](#))
5. Industrial Technology Building ([PIIB1-24](#))
6. Academic West Building ([PIIB2-25](#))
7. Academic East Building ([PIIB2-26](#))

BuildLACCD maintains a dashboard of all College bond projects on its website called the Building Monthly Progress Report and updates projects status monthly ([PIIB2-27](#)).

LAPC aims to be an equity minded campus that provides student-centered, quality educational opportunities to a diverse community. To make a positive impact on people's lives, the campus aims to create quality resources to support its programs and services. As explained in III.B.1, numerous projects, such as the dance floor replacement, cross country course renovation, and the water bottle filling station projects, exemplify the College's commitment to maintain quality physical resources consistent with the mission, values, and vision of the College.

Analysis and Evaluation

Los Angeles Pierce College (LAPC) plans for and employs all available sources to assure the effective utilization and continuing quality of its physical resources necessary to support its programs and services and achieve its mission. LAPC utilizes sound planning procedures and methods, fully embracing a strong participatory governance process and integrated planning, to prioritize buildings, maintenance and upgrades ensuring the effective utilization of its resources to support its programs and services in fulfillment of its mission.

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 ([DIIB3-01](#)). This supports college efforts to plan and evaluate improvements, repairs and replacements more effectively to maximize the deferred maintenance funding and operational services.

LAPC regularly evaluates its physical resources and their use to support institutional programs and services and ensure their feasibility and effectiveness. Current facilities are assessed and

evaluated regularly by the FMO Staff including General Foreman, Electricians, HVAC Technicians, Carpenter and Painters, Maintenance Assistants and Custodians ([PIIIB1-05](#)). As part of their daily role, FMO employees report safety and operational issues campus-wide. Safety concerns are reported and addressed immediately. Licensed vendors are brought in for emergency issues beyond the scope of FMO staff. Condition, operation, and lifecycle concerns are evaluated, documented in the work order system and recommendations are made for repair or replacement of facilities and equipment within the scope of FMO staff ([PIIIB1-06](#)). Repair or replacement work of larger scope is evaluated, prioritized and proposed for Scheduled or Deferred Maintenance funding with the District's Facilities Planning and Development Department (FPDD), as discussed in III.B.1.

The College regularly reviews, evaluates, and updates its facilities plans, which is documented in the approved Integrated Planning Calendar 2013-2026 ([PIIIB2-08](#)). The calendar clearly defines the cycle for evaluation, revision, and implementation of the plans. The Facilities Strategic Plan (FSP) as described in III.B.2, is reviewed and evaluated by FAC every four years ([PIIIB2-06](#)). The revised FSP is approved by FAC which recommends it to PCC. PCC approves it, and then recommends it to the President for approval ([PIIIB3-01](#), [PIIIB3-02](#), [PIIIB2-09](#)). FAC also employs College resource allocation information, including utilization and occupancy reports and the Facilities Condition Index report (FCI) from the FUSION database ([PIIIB1-08](#)). As discussed in III.B.1, Fusion is designed for facilities assessment, planning, project management, and evaluation.

The Facilities Master Plan Update 2021 as described in III.B.2, reflects a process that makes extensive use of data to determine planned projects' size and scope and the effects on the community and environment ([PIIIB2-01](#)). The process considers the College's Educational Master Plan 2018-2022, enrollment growth objectives, and support services requirements ([PIIIB3-03](#)).

Each academic year, program needs are evaluated, and department requests for equipment, human resources, and supplies are proposed through the Comprehensive Program Review process with goals and action statements defining resource needs ([PIIIB3-04](#), [PIIIB3-05](#)). As discussed in I.A.3 and I.B.3, resource allocation lists are made by the deans and vice presidents in their respective areas; these lists are sent to the Budget Committee, and a final list of prioritized resources is sent to PCC and finally to the president ([PIIIB3-06](#), [PIIIB3-07](#)).

The Office of Academic Affairs assesses classroom needs for instruction culminating in a classroom allocation list (CAL) ([PIIIB3-08](#)). The CAL produces a priority for scheduling per department for effective utilization of resources. The College also considers the opinions of the faculty and staff, as a survey regarding facilities and their condition is routinely sent out to solicit feedback ([PIIIB3-09](#)). LAPC believes in transparent evaluations in its efforts to assure the effectiveness of its resources.

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).

LAPC plans and evaluates its facilities and equipment regularly through the operating procedures of Facilities Maintenance and Operations Department (FMO), FAC meetings, and the Program Review process. The use of the Classroom Allocation List by the Office of Academic Affairs, the resource allocation prioritization process, and the regular meetings of the Facilities Advisory Committee (FAC) are processes that the College has in place to assure the feasibility and effectiveness of its physical resources in support of student learning, programs and services. These processes are augmented by the District's oversight and management of the bond program. These regularly occurring processes involve students, faculty, and staff throughout the College, supporting institutional programs and services.

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](#); [DIIIB4-02](#); [DIIIB4-03](#); [DIIIB4-04](#)). 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](#); [DIIIB4-06](#); [DIIIB4-07](#); [DIIIB4-08](#)).

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:

- LACCD Deferred Maintenance Fund ([DIIIB4-09](#))
- State funds for approved Capital Outlay or Scheduled Maintenance Projects ([DIIIB4-10](#))

The College's planning processes, in conjunction with the District, ensure that capital projects support the College's goals and reflect the total cost of ownership of new facilities and equipment.

Through integrated planning, as referenced in III.B.3, long-range capital plans support institutional improvement goals and are linked to college planning. The Facilities Master Plan Update 2021 details buildings that are proposed for construction to meet the future needs of the

College ([PIIIB2-02](#)). The plan is linked to the improvement goals in College Strategic Master Plan 2017-2021 ([PIIIB2-07](#)), and is vetted by campus stakeholders and moves to the District's Facilities Master Planning and Oversight Committee (FMPOC) for approval as described in III.B ([PIIIB4-01](#)).

The College's long-range capital construction plans is identified in the Five-Year Capital Outlay Plan 2023-2027, which includes projects from the bond program, Facilities Master Plan, and future potential project needs ([PIIIB4-02](#), [PIIIB4-03](#)). This plan is created, reviewed, and revised annually by the District's Facilities Planning and Development Department (FPDD) in conjunction with an outside consulting firm as part of the District's long-range capital planning process.

The District and the College work with a strong emphasis on Total Cost of Ownership. The District has defined the elements of Total Cost of Ownership as: 1) acquisition, 2) daily maintenance; 3) periodic maintenance; 4) utility costs; 5) capital renewal costs; and 6) end-of-life costs ([PIIIB4-04](#)). Utilization and use statistics are routinely reviewed and evaluated as a part of the total cost of ownership. The College's Facilities Advisory Committee (FAC) created a Total Cost of Ownership calculator ([PIIIB2-10](#)). This tool can be used to determine if a proposed facility can be financially supported long-term ensuring that each facility and piece of equipment will reach its full and useful life. As discussed in III.B.2 and III.B.3, FAC provides collegial oversight to the College's plans for new facilities and equipment.

The College Facilities, Maintenance, and Operations (FMO) department has put forth campus wide standards for the specification of equipment and materials which facilitates ease of maintenance, standardization of functionality and economies of scale for materials, which helps to control labor and materials costs, affecting Total Cost of Ownership and Value Engineering ([PIIIB2-11](#), [PIIIB4-05](#)).

Analysis and Evaluation

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

The District produces the College's long-range capital plans that reflect all construction projects in the form of a Facilities Master Plan tied to the goals in the College Strategic Master Plan. Construction project activity for five-year blocks is recorded in the Five-Year Capital Outlay Plan. The College has a strong focus on total cost of ownership as demonstrated by the development of the TCO calculator and Campus-wide Standards. The District routinely evaluates usage statistics to inform Total Cost of Ownership. These district and College planning procedures acknowledge total cost of ownership and ensure support of institution goals.

Conclusions on Standard III.B. Physical Resources

LACCD ensures that all colleges have accessible, safe, secure, and healthy facilities. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions. 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.

Physical resources at Los Angeles Pierce College are maintained and improved according to specific standards, reviews, and plans. Providing a safe and secure is paramount in the College's planning for all resources, as evidenced by the District's capital improvement plan, the College's Five-Year Capital Outlay Plan, and the College's Facilities Master Plan.

Evidence List

[DIIB1-01](#) FCI Report 021122
[DIIB1-02](#) FUSION Overview and Project List 5 Year
[PIIB1-01](#) ADA Page
[PIIB1-02](#) ADA Transition Plan Update 2018
[PIIB1-03](#) ADA Compliance Inspection Report
[PIIB1-04](#) Bond Project Report ADA
[PIIB1-05](#) Maintenance and Operations Org Chart 2020
[PIIB1-06](#) Work Order-Admin
[PIIB1-07](#) Work Order Chart Report
[PIIB1-08](#) FCI Report
[PIIB1-09](#) Main Agreement - Water
[PIIB1-10](#) Main Agreement - HVAC
[PIIB1-11](#) LACCD-FPDD
[PIIB1-12](#) Main Plan Fusion
[PIIB1-13](#) Dance Floor Replacement Project
[PIIB1-14](#) Mold Abatement Project
[PIIB1-15](#) Pool Lights Funding Request
[PIIB1-16](#) Water Filling Stations
[PIIB1-17](#) EVAP Cooler
[PIIB1-18](#) HVAC for Faculty Offices
[PIIB1-19](#) FAC-Charter
[PIIB1-20](#) WEC Mission
[PIIB1-21](#) COC-Handbook
[PIIB1-22](#) DCOC Description
[PIIB1-23](#) DSA-Website
[PIIB1-24](#) FEMA Training
[PIIB1-25](#) LAPC Emergency Procedures
[PIIB1-26](#) LA Fire Certification Program
[PIIB1-27](#) Emergency Evacuation Team
[PIIB1-28](#) Earthquake Drill

[PIIIB1-29](#) Great CA Shake Out Drill
[PIIIB1-30](#) Sheriff Escort Service
[PIIIB1-31](#) PCC Minutes 10-2020
[PIIIB1-32](#) PCC Minutes 9-2020
[PIIIB1-33](#) Annual Security Report 2019
[PIIIB1-34](#) Active Shooter Flyer
[PIIIB1-35](#) Brahma Beat LAPC Safe App
[PIIIB1-36](#) LAPC Botanical Garden
[PIIIB1-37](#) Bio Syllabus
[PIIIB1-38](#) Student Health Center
[PIIIB1-39](#) Brahma Pantry Program
[PIIIB1-40](#) Wellness Wednesday Flyer
[PIIIB1-41](#) Animal Evacuation Center
[PIIIB1-42](#) Red Cross Evacuation LAPC
[PIIIB1-43](#) Red Cross Permit
[PIIIB1-44](#) LA Registrar Permit
[PIIIB1-45](#) BSA Carnival Permit
[PIIIB1-46](#) ISWV Permit
[PIIIB1-47](#) COVID Org Chart 2020

[PIIIB2-01](#) FMP Update 2021
[PIIIB2-02](#) FMP Update Addendum 2021
[PIIIB2-03](#) FMPOC
[PIIIB2-04](#) Bond Project Management PMO
[PIIIB2-05](#) Bond Project Management CPT
[PIIIB2-06](#) FSP Goals 2-18-2022
[PIIIB2-07](#) SMP 2017-2021
[PIIIB2-08](#) Integrated Planning Calendar
[PIIIB2-09](#) FAC Minutes 2-2018
[PIIIB2-10](#) LAPC-TCO
[PIIIB2-11](#) LAPC Standards Matrix 2021
[PIIIB2-12](#) Bond Project Report 2020
[PIIIB2-13](#) SLE SciTech Upgrade
[PIIIB2-14](#) PE Facilities Improvements
[PIIIB2-15](#) Cross Country Track
[PIIIB2-16](#) Heating-Field House
[PIIIB2-17](#) FAC Self Evaluation 2019-2020
[PIIIB2-18](#) BUG Agendas
[PIIIB2-19](#) PCC Minutes 11-2019
[PIIIB2-20](#) Expanded Auto Facilities
[PIIIB2-21](#) Landscaping Access Road
[PIIIB2-22](#) Child Development Facility
[PIIIB2-23](#) Agricultural Educational Center
[PIIIB2-24](#) Industrial Technology Building
[PIIIB2-25](#) Academic West Building
[PIIIB2-26](#) Academic East Building

[PIIB2-27](#) LACCD Build Progress Report

[DIIB3-01](#) FPD Project Submission SMP DM

[PIIB3-01](#) FAC Minutes 10-2018

[PIIB3-02](#) PCC Minutes 10-2018

[PIIB3-03](#) Educational Master Plan (EMP) 2018-2022

[PIIB3-04](#) CPR-Econ-2020

[PIIB3-05](#) CPR-Transfer Center-2020

[PIIB3-06](#) BC Mission

[PIIB3-07](#) Resource Priority List-PCC

[PIIB3-08](#) Classroom Allocation List 2020

[PIIB3-09](#) Faculty Staff Survey 2019

[DIIB4-01](#) Sample Facilities Master Plan LAVC Board Agenda Item

[DIIB4-02](#) LAVC FMP Presentation

[DIIB4-03](#) LAVC FMP 2020

[DIIB4-04](#) LAVC FMP Addendum

[DIIB4-05](#) Physical Plant and Instructional Support Allocation Memo 2021-22

[DIIB4-06](#) LACCD 5 Year Construction Plan 2023-2027

[DIIB4-07](#) PPIS Funding Memo FY2021-22

[DIIB4-08](#) PPIS Allocations 2021-22

[DIIB4-09](#) LACCD Deferred Maintenance Fund

[DIIB4-10](#) LACC Theater Arts Replacement Release Preliminary Plans Letter

[PIIB4-01](#) PCC Minutes 4-2019

[PIIB4-02](#) Five Year Capital Outlay Plan 2017

[PIIB4-03](#) Five Year Capital Outlay Plan 2021

[PIIB4-04](#) LACCD-TCO-Resolution

[PIIB4-05](#) Standards-District Webpage

C. Technology Resources

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

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a 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 ([DIHC1-01](#); [DIHC1-02](#)). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies ([DIHC1-03](#); [DIHC1-04](#)).

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 ([DIHC1-05](#)). 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 ([DIHC1-06](#)).

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 ([DIHC1-07](#)) 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 ([DIHC1-08](#)). 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 ([DIHC1-09](#); [DIHC1-10](#)).

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.

OIT provides support for over 70 applications utilized district wide ([DIHC1-11](#)).

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 ([DIHC1-12](#)).

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 (Educational 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 ([PIIIC1-13](#)).

The OIT personnel at LAPC provide infrastructure support to students, faculty, and staff, allowing them to have a direct connection to the technology needed for teaching, learning, and support services. More than 170 full and part-time employees work in the Office of Information Technology under the direction of the Vice Chancellor / Chief Information Officer, 10 of which work directly on the LAPC campus ([PIIIC1-01](#)). In addition, individual departments have the support of various on campus Instructional Assistants (IA) that report to academic departments on the College's campus ([PIIIC1-02](#)). During Spring 2020, when the entire campus went online, PierceOnLine (the Department for Distance Education at LAPC) staff provided academic support for faculty and students while OIT provided additional technical support. Some examples of OIT activities include but are not limited to deployment of laptops, configuration of VPN (Virtual Private Network), and support hours virtually via 8X8 phone service ([PIIIC1-03](#)).

The onsite College OIT personnel also provides network connections and maintains, in conjunction with Instructional Assistants, roughly 75 fixed and mobile computer labs that use various software application programs ([PIIIC1-04](#)). Computer labs run software ranging from simple programs focused on developing basic computing skills, including typing, and developing web browsing skills, to complex industry-specific software application programs that prepare students for industry-recognized credentials and/or certificates requiring sophisticated computer skills and knowledge ([PIIIC1-05](#)). In addition to more than 700 academic computers, over 1000 computers are used on the administrative side for faculty and staff to perform their daily tasks. There are over 300 wireless access points and 40 smart classrooms on campus ([PIIIC1-06](#)). The system includes 100 network and core switches along with approximately 80 production servers that support the day-to-day network, data, web, and software infrastructure.

The Technology Committee (TC), composed of students, faculty, staff, and administrative representatives, represents a participatory governance committee entrusted with the responsibility of defining and evaluating LAPC technology needs. This committee reports to the Pierce College Council (PCC) ([PIIIC1-07](#)), and this body works to craft and support the Technology Master Plan ([PIIIC1-08](#)). While the District organizes most services and personnel, the College collaborates with the District on local technology needs.

In addition to the TC, the Distance Education, and Instructional Technology Committee (DEITC) works to improve the technology related to teaching and learning. The DEITC is a sub-committee of the Academic Senate and works to set guidelines associated with technical and

instructional support and design including personnel, services, software, training, and equipment to assure the successful use of educational technology and to improve the quality of the Distance Education Program ([PIIIC1-09](#)).

Comprehensive Program Review (CPR) with annual updates also illustrates the College's commitment to maintaining appropriate and adequate technology to support teaching, learning, and support services. As described in I.B.3 and I.A.3, Departments and Programs outline short-term and long-term goals and ask for funds, such as technology requests ([PIIIC1-10](#), [PIIIC1-11](#)). The CPRs (Comprehensive Program Review) are then reviewed by the Vice Presidents and Deans of the divisions, and the resources are ranked. As discussed in I.B.3, the resources priority list funnels up the participatory governance structure.

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.

Through District IT support and local IT personnel, LAPC maintains appropriate and adequate technology resources. Through various participatory governance committees and through Comprehensive Program Review, the College remains steadfast in its commitment to providing technology that moves the needle of student success.

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 ([DIIC2-01](#)).

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

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

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

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

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existent equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program ([DIIC2-06](#); [DIIC2-07h](#); [DIIC2-08](#); [DIIC2-09](#); [DIIC2-10](#)).

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

As detailed in III.C.1, Comprehensive Program Review (CPR) with annual updates provides departments and programs the opportunity to evaluate their technology needs each year. This resource allocation process illustrates continuous planning and continuous alignment with the College's mission. All programs and departments must align their goals with the College's mission and the College's Strategic Master Plan ([PIIC2-01](#), [PIIC2-02](#), [PIIC2-03](#)).

In addition to annual program planning, the College follows the Technology Master Plan (TMP) ([PIIC1-08](#)). The TMP includes an overview and planning cycle with specific targeted goals and metrics to be accomplished by 2022, and this plan is created and implemented by the Technology Committee (TC), a participatory governance committee. The College's TMP has three targeted goals with nine objectives that were developed through extensive discussions originating in the Technology Committee ([PIIC2-04](#)). The theme of the plan focuses primarily on campus technology services, faculty, and student engagement with technology, and ensuring access and compliance. This plan also allows for continuous improvements in computing technology and provides a regular schedule for hardware updates to ensure that college programs and service areas have access to technology that is relevant and current.

While the College maintains long-term plans and annual evaluations of technology needs, the College also implements immediate infrastructure change when needed. For example, the College needed reliable WIFI for the entire campus. This need was discussed through Pierce College Council, a participatory governance committee, and the President immediately stepped into action ([PIIIC2-05](#), [PIIIC2-06](#)). During the pandemic, free WIFI was needed for students in the parking lots, and this need was met ([PIIIC2-07](#)).

Even as the District centralized Information Technology (IT) services, the College follows its local plans as well as the District Technology Master Plan ([PIIIC2-08](#)). For example, the Tech Refresh Plan (TRP) was established and implemented in 2017. The Technology Committee approved the TRP at the February 9, 2017 meeting, and the plan immediately commenced ([PIIIC2-09](#)). The TRP is an ongoing process at the college; in fact, the TRP appears in Goal 1 of the 2018-2022 Technology Master Plan ([PIIIC1-08](#)).

Requests for funding for various IT related projects are made via the Administrative Services Division Resource Priority List, which starts with the Comprehensive Program Reviews of the departments ([PIIIC2-10](#)). As projects move through the College's queue and await approvals, the College continues to work to repair smart classroom devices and IT related equipment. In particular, the College's local IT department facilitates repairs of equipment through third-party vendors. While the Office of Information Technology (OIT) does not physically have the capability to repair any equipment locally, the equipment is partially maintained, and repaired through support subscriptions such as the VectorUSA contract and Utelogy Software renewal ([PIIIC2-11](#)).

The Los Angeles Community College District (LACCD) is moving toward a software catalogue that will support standardization of programs, software, and services across all nine colleges. Agreements with software companies, including college wide site licenses, have been negotiated and implemented to ensure regular updating of software. The College and district currently have agreements with Microsoft and Adobe, among other companies, to ensure that the software is maintained and upgraded to remain compliant ([PIIIC2-12](#), [PIIIC2-13](#)). Upgrades require adequate planning and time to appropriately complete the work. Competing with the delivery resources are demands such as whole laboratory classroom reconfigurations, which can occur on a quarterly basis. Image management software solutions such as system center configuration manager and JAMF are being explored to streamline the deployment of computers and operating systems. At the beginning of the 2021 Fall semester, many classrooms in NOM (North of Mall) phase 2 continued to have functional issues from their initial design and installation ([PIIIC2-14](#)).

A new trouble ticket system, Freshdesk, was implemented in April 2020 in response to the pandemic and the need for immediate responses related to technology challenges at the College ([PIIIC2-15](#)). In addition to the ticket system, cell phones were given to two information technology technicians at each campus for remote phone support to best serve the local colleges ([PIIIC1-03](#)).

Analysis and Evaluation

The College has established plans and processes, such as the Technology Master Plan and the Comprehensive Program Review, to ensure that technology resources are updated and/or replaced to support the work being done at the College. Through participatory governance committees, such as the Technology Committee and the Pierce College Council, the College continually discusses, plans, and implements local technology needs to support the mission, operations, programs, and services of the College. In addition to formal plans, the OIT personnel work diligently to maintain the technology infrastructure at the College. The institution uses feedback from end user constituencies through participatory governance as well as direct feedback through surveys that is used in evaluation of existing technologies and informs the planning and prioritization process.

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

Evidence of Meeting the Standard

The District supports the colleges with instructional and academic applications that are used districtwide. In collaboration with the District Academic Senate's Online Education and Academic Technology Committee, the Office of Educational Programs and Institutional Effectiveness develops an annual list of needed programs for districtwide implementation. The Senate committee created criteria for districtwide purchasing and prioritization to assure that program needs are met. The District implemented this criteria and provided access to over 50 applications to support college programs and services ([DIIC3-01](#); [DIIC3-02](#)).

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

The District's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections ([DIIC3-09](#)), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) ([DIIC3-10](#); [DIIC3-11](#)). The Information Security team conducts routine security operational activities to assure

adequate security is consistently applied to our systems ([DIIIC3-12](#)). 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](#); [DIIIC3-14](#); [DIIIC3-15](#); [DIIIC3-16](#); [DIIIC3-17](#); [DIIIC3-18](#); [DIIIC3-19](#); [DIIIC3-20](#); [DIIIC3-21](#); [DIIIC3-22](#); [DIIIC3-23](#); [DIIIC3-24](#); [DIIIC3-25](#)).

As discussed in III.C.1 and III.C.2, LAPC has the Technology Master Plan that informs technology decisions on campus. As discussed in I.B.3, I.A.3 and III.C.1 and III.C.2, LAPC has a rigorous resource allocation process, initiated through Comprehensive Program Review, and department and program technology resources are requested through this process. The Technology Master Plan and the Program Review process assure that the College provides reliable access to technology.

The College is committed to maintaining technology, and the Freshdesk trouble ticket system, as detailed in III.C.2, allows for employees to report problems and seek help quickly and easily.

The Los Angeles Community College District uses PeopleSoft to manage student and employee information safely and securely. PeopleSoft uses single sign-on authentication and allows users the ease of accessing information in a secure environment. Per the guidance of the Chief Information Security Office and Network Engineering team network credentials are kept confidential, security training in the form of the Canvas training has been provided districtwide to mitigate the threat of phishing and other cyber-attacks ([PIIIC2-11](#)).

The College has taken sufficient measures to ensure the recovery of data in the event of a disaster or cyber breach from offsite backups. A Chief Information Security Officer, employed by the District, is responsible for monitoring and reporting on security issues and appropriately responding to security threats ([PIIIC3-01](#), [PIIIC3-02](#), [PIIIC3-03](#)). Designated communication channels have been created for different levels of severity and threat response ([PIIIC3-04](#)). In addition to shared governance committees, the campus participates regularly in monthly meetings, such as Technology Policy and Planning Committee, with the district and sister colleges to plan for and collaborate on various technology issues ([PIIIC3-05](#)).

A District Regional Manager acts as an intermediary from the Deputy CIO (Chief Information Officer) converting strategic into tactical action plans and coordinates with various shared governance committees to make sure needs are communicated to district leadership ([PIIIC1-01](#), [PIIIC3-06](#)).

Analysis and Evaluation

The District assures that appropriate technological 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.

LAPC, through local IT and District IT, assures that technology resources are implemented and maintained to assure reliable access, safety, and security. The institution assures that appropriate technology resources are available to support programmatic needs and adequate support resources are available to maintain operations. The institution allocates appropriate resources for the management, maintenance, and refresh of technology ecosystem to maintain a reliable, safe, and secure environment.

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

Evidence of Meeting the Standard

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 ([DIIC4-01](#)). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.

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

Los Angeles Pierce College (LAPC) provides appropriate instruction and support related to effective use of technology and technology systems for faculty, staff, and others. The Center for Professional Excellence (CPE) and PierceOnLine work collaboratively to offer training and workshops relevant to both faculty and staff. The workshop schedules show extensive trainings around technology during flex week and throughout the semester ([PIIC4-01](#), [PIIC4-02](#)). In 2019, the College initiated the use of the Vision Resource Center (VCR). This application allows all LAPC employees the opportunity for easy access to professional development. Employees can search for professional development related to technology through the VRC (Vision Resource Center) library, which includes events from the State Chancellor's office as well as international content ([PIIC4-03](#)).

The PierceOnLine department staff consists of a full-time distance education (DE) coordinator, a full-time online multi-media specialist, and a full-time Online Technical Support Assistant. During the pandemic, the College invested in five additional DE specialists in May 2020 to support the transition to fully online education ([PIIC4-04](#)). PierceOnLine offers a myriad of services to support the use of technology in the learning environment. This office provides live zoom support for students and faculty, and prior to the pandemic, they offered in-person and email support. LAPC Faculty Canvas Resources webpage, which is maintained by PierceOnLine, provides links to upcoming training webinars and past online seminar recordings related to use of

technology in the teaching and learning process, including Canvas Basics training videos ([PIIIC4-05](#)). This resource also links to tutorials related to the use of technology in the teaching and learning process, including how to effectively implement Zoom web conferencing, Yuja and Canvas Studio, PlayPosit, GoReact, VoiceThread, SoftChalk CLOUD, Intelcom, Proctorio, TurnItIn, Ally, and Pronto; links to further trainings are also listed on the resource page. Drop-in support hours by DE staff are also listed, along with instructions on how to add tutors to online courses.

The CPE and PierceOnLine assess training needs through surveys ([PIIIC4-06](#), [PIIIC4-07](#)). These surveys identify needs for future trainings as well as seek feedback on how the trainings provided are meeting the needs of the College. After a training, participants are asked to complete surveys for immediate evaluation of the training provided.

Departments and programs provide training opportunities associated with technologies such as email and internet access, faculty Web sites (Portfolium), Canvas, classroom instructional support, and eLumen training, which supports the College's work with student learning outcomes ([PIIIC4-08](#), [PIIIC4-09](#), [PIIIC4-10](#)). When new technologies are deployed or existing ones are updated, the Information Technology (IT) department works with vendors, the technology team at the Educational Services Center (ESC), and/or other District colleges to assess the need for appropriate training.

LAPC also provides services to students with technology training related to Canvas and online orientation ([PIIIC4-11](#)).

Analysis and Evaluation

The institution provides appropriate levels of technological 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. Also, the College provides a plethora of professional development opportunities regarding technology, and the College assesses the effectiveness of the trainings as well as assesses the needs for future trainings.

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

Evidence of Meeting the Standard

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

LACCD has developed several Infrastructure Standards ([DIIC5-02](#); [DIIC5-03](#); [DIIC5-04](#); [DIIC5-05](#); [DIIC5-06](#); [DIIC5-07](#); [DIIC5-08](#)); End User Computing Standards ([DIIC5-09](#)), and Instructional Classroom Audio-Visual Standards ([DIIC5-10](#)). 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 ([DIIC5-11](#); [DIIC5-12](#); [DIIC5-13](#)). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment ([DIIC5-14](#)).

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.

Los Angeles Pierce College (LAPC) adheres to Board Policies and Administrative Procedures set forth by the Los Angeles Community College District (LACCD). All Board Policies and Administrative Policies are publicly available for viewing through the LACCD's webpage. For example, Board Policy 3720 and Administrative Procedure 3720 govern the use of email, computer systems, and college networks. As a condition of access to computing facilities, every computer user must observe the following guidelines: maintaining an environment conducive to learning, using computing facilities according to the highest standards of professional and personal courtesy, maintaining secure environments, assuming responsibility for the protection of files, and making economical use of shared computer resources.

Los Angeles Pierce College (LAPC) adheres to Board Policies and Administrative Procedures set forth by the Los Angeles Community College District (LACCD). All Board Policies and Administrative Policies are publicly available for viewing through the LACCD's webpage. For example, Board Policy 3720 and Administrative Procedure 3720 govern the use of email, computer systems, and college networks. As a condition of access to computing facilities, every computer user must observe the following guidelines: maintaining an environment conducive to learning, using computing facilities according to the highest standards of professional and personal courtesy, maintaining secure environments, assuming responsibility for the protection of files, and making economical use of shared computer resources.

Board Policy 3720 and Administrative Policy 3720 as well as Administrative Regulations 28 and 33 assure accessibility and acceptable use of technology ([PIIC5-01](#), [PIIC5-02](#), [PIIC5-03](#), [PIIC5-04](#)). Please note that the District is currently in the process of changing the Board Rules and Administrative Regulations to Board Policies and Administrative Procedures. Students have access to Disabled Student Programs and Services (DSPS) and technology support services, including alternate media formats, and assistive technology pertaining to web accessibility, ensures that the College complies with state and federal laws regarding equal access to Web sites and content for individuals with disabilities. As an example, the College requires that all media be closed captioned when used on the campus for instruction or other college sponsored activities.

Administrative Procedure 4105 provides guidelines for Distance Education (DE) classes ([PIIC5-05](#)). The Distance Education and Instructional Technology Committee (DEITC), a participatory governance committee that reports to the Academic Senate, set forth a procedure for Regular and

Effective Contact ([PIIIC5-06](#)). This procedure was ratified by the Academic Senate on May 4, 2020, and instructors are expected to abide by the guidelines to provide DE classes with an appropriate and effective learning environment ([PIIIC5-07](#)). Specifically, the LAPC Regular Effective Contact Policy provides insight on how to use technology to meet Title 5, Section 55204 requirements for instructor contact ([PIIIC5-06](#)). This policy is posted in LAPC Faculty Canvas Resources and on the PierceOnline, Instructor Resources page of the Pierce College website ([PIIIC5-08](#), [PIIIC5-09](#)). The DEITC also makes recommendations about best practices in the use of technology in online teaching ([PIIIC5-10](#)).

Guided by Administrative Procedure 4105 and managed by an academic director, PierceOnLine develops procedures for online technology, supports the online instructional platform, and provides guidance for faculty members' use of technology in teaching ([PIIIC5-11](#), [PIIIC5-12](#), [PIIIC5-09](#)). Additionally, the College ensures that faculty are trained in appropriate use of technology before they become certified to teach online. Prior to teaching online, all new online instructors must complete two courses: Introduction to Canvas and Introduction to Online teaching ([PIIIC5-13](#), [PIIIC5-14](#), [PIIIC5-15](#), [PIIIC5-16](#)). Completion of these courses assures the integrity of teaching in the online environment.

LAPC is a flagship campus for local Peer Online Course Review (POCR). In March 2021, Pierce became a CVC Local POCR Certified Campus ([PIIIC5-17](#)). The aim of POCR is to assist faculty in developing their online courses to meet quality standards that have been developed by the California Virtual Campus - Online Education Initiative (CVC -OEI). The peer-review process focuses on appropriate and effective use of technology to create online courses that are 100% accessibly, engaging, inclusive, and visually appealing for students.

The Technology Committee (TC), a participatory governance committee under the Pierce College Council creates, updates, and facilitates the needs identified in the technology master plan and to address campus technology needs. The goal of the committee is to ensure that the highest level of service possible is provided to students, faculty, staff, and administration of the College. The TC brings technology related recommendations of a procedural nature for approval to the Pierce College Council (PCC) allowing participatory engagement and approval ([PIIIC1-07](#)).

Analysis and Evaluation

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

The College adheres to the established policies and regulations as passed by the governing board to ensure that the use of technology is appropriate in teaching and learning. At the college level, vice presidents and deans engage in discussion for the use of technology to enhance the student experience consistent with policies and procedures. The College's local POCR program highlights the College's dedication to appropriate and effective use of technology in online course design. In addition, discussions are held within participatory governance committees such

as DEITC and TC to ensure the proper understanding and implementation of regulations related to technology in the teaching and learning processes.

Clearly, the institution has established policies and administrative procedures to outline the appropriate use of technology resources and put in place appropriate operational protocols to assist users to make adequate use of technology, maintain adequate privacy and security of data as appropriate. The policies, administrative procedures, and operational protocols are regularly reviewed for relevance and updates are made to meet compliance requirements as well as additional industry standards and best practices.

Conclusions on Standard III.C. Technology Resources

LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a 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.

The technology resources at Los Angeles Pierce College are appropriate and adequate to support the institution's programs and services. Through the District's Information Technology infrastructure as well as District Board Policies and Administrative Procedures, the technology resources are effectively implemented, maintained, and updated. The College utilizes the direction of the District's IT support while also planning for College specific technological needs through Program Review and the Technology Committee. LAPC, with the District, provides appropriate instruction and support for faculty and staff.

Evidence List

[DIIC1-01](#) TPPC Charter
[DIIC1-02](#) TPPC Bylaws
[DIIC1-03](#) TPPC Schedule 20-22
[DIIC1-04](#) TPPC Agenda Minutes
[DIIC1-05](#) TPPC Membership
[DIIC1-06](#) Huron IT Assessment
[DIIC1-07](#) OIT Shared Services
[DIIC1-08](#) OIT Mission Statement
[DIIC1-09](#) OIT Service Model
[DIIC1-10](#) OIT Org Chart
[DIIC1-11](#) DW App List
[DIIC1-12](#) DW Web Platform
[DIIC1-13](#) Network Infrastructure Systems Overview
[PIIC1-01](#) OIT Org Chart
[PIIC1-02](#) Computer Science-IA-IT
[PIIC1-03](#) District Office Hours
[PIIC1-04](#) Instructional Recovery Plan

[PIIIC1-05](#) Contracts Renewal List
[PIIIC1-06](#) Wifi Project 2018-2019
[PIIIC1-07](#) TC-Charter
[PIIIC1-08](#) TMP 2018-2022
[PIIIC1-09](#) DEITC-Charter
[PIIIC1-10](#) CPR-LifeSciences-2020
[PIIIC1-11](#) CPR-Library-2020

[DIIC2-01](#) LACCD Tech Plan 21-26
[DIIC2-02](#) IT Project Request
[DIIC2-03](#) OIT Project Request Form
[DIIC2-04](#) LACCD IT Roadmap
[DIIC2-05](#) OIT Project Dashboard
[DIIC2-06](#) LACCD Instructional Space
[DIIC2-07](#) Instructional Spaces Tech Readiness
[DIIC2-08](#) Instructional Spaces Tech
[DIIC2-09](#) LACCD Instructional Tech Inventory
[DIIC2-10](#) LACCD Tech Refresh
[PIIIC2-01](#) CPR-PerformingArts-2020
[PIIIC2-02](#) CPR-ASL-2020
[PIIIC2-03](#) CPR-CAOT-2020
[PIIIC2-04](#) TC Minutes 4-2018
[PIIIC2-05](#) PCC Minutes 12-2018
[PIIIC2-06](#) TC Minutes 11-2018
[PIIIC2-07](#) Parking-Wifi
[PIIIC2-08](#) Technology Implement Plan
[PIIIC2-09](#) TC Minutes 8-2017
[PIIIC2-10](#) Administrative Services RPL
[PIIIC2-11](#) Renewal Agreements
[PIIIC2-12](#) VMare Renewal
[PIIIC2-13](#) Microsoft Renewal
[PIIIC2-14](#) NOMPH2 Functional List
[PIIIC2-15](#) Fresh Desk User Guide

[DIIC3-01](#) Criteria DW Ins Tech
[DIIC3-02](#) Inst App List
[DIIC3-03](#) Tech Assets Inventory
[DIIC3-04](#) Tech Refresh Stan
[DIIC3-05](#) Tech Maintenance Refresh
[DIIC3-06](#) AP 3724
[DIIC3-07](#) SIS Disaster Recovery Plan
[DIIC3-08](#) SAP Disaster Recovery Plan
[DIIC3-09](#) Sec Aware Notification
[DIIC3-10](#) Info Sec Strategy
[DIIC3-11](#) Op Protocol Info Sec
[DIIC3-12](#) Info Sec Calendar 22

[DIIC3-13](#) Info Sec Eval Contracts
[DIIC3-14](#) Privileged Access
[DIIC3-15](#) Server Cert Process
[DIIC3-16](#) Comp Network Use
[DIIC3-17](#) Incident Management
[DIIC3-18](#) Incident Response
[DIIC3-19](#) Recurring Op Tasks
[DIIC3-20](#) SP PII Sec Conf
[DIIC3-21](#) Sec Ops Kiteworks
[DIIC3-22](#) PCI ASV Scanning
[DIIC3-23](#) Pre Prod Server Vuln
[DIIC3-24](#) Quarterly Vulnerability
[DIIC3-25](#) Spirion Sec Scan
[PIIC3-01](#) Operational Protocol
[PIIC3-02](#) Info Security Training
[PIIC3-03](#) Incident Management
[PIIC3-04](#) Info Security
[PIIC3-05](#) TPPC Agenda 9-2021
[PIIC3-06](#) DEITC Minutes 4-2021

[DIIC4-01](#) Faculty Approved Online List
[DIIC4-02](#) Fac Staff Tech Resource
[PIIC4-01](#) Canvas Week
[PIIC4-02](#) DE Workshop Schedule
[PIIC4-03](#) Tuesday Training Tips
[PIIC4-04](#) DE Specialist-Job
[PIIC4-05](#) DE Resource Page
[PIIC4-06](#) PD Evaluation Results
[PIIC4-07](#) PD Evaluation Results 2
[PIIC4-08](#) PD Needs Assessment Survey
[PIIC4-09](#) PD Needs Assessment Results
[PIIC4-10](#) Dual Delivery Survey
[PIIC4-11](#) Student Tech Training

[DIIC5-01](#) OIT Standards Dev
[DIIC5-02](#) Design MPOE
[DIIC5-03](#) Fiber Cabling
[DIIC5-04](#) Campus Network Design
[DIIC5-05](#) Room Size Standards
[DIIC5-06](#) Network Infra Hardware
[DIIC5-07](#) VOIP Unified Com
[DIIC5-08](#) Storage Backup Sys
[DIIC5-09](#) End User
[DIIC5-10](#) Audio Visual
[DIIC5-11](#) Measure J Tech
[DIIC5-12](#) Measure CC Tech

[DIIC5-13](#) Bond Project Dashboard
[DIIC5-14](#) BP 3720
[PIIC5-01](#) BP 3720
[PIIC5-02](#) AP 3720
[PIIC5-03](#) AR 28
[PIIC5-04](#) AR 33
[PIIC5-05](#) AP 4105
[PIIC5-06](#) DE Contact Policy
[PIIC5-07](#) DE Handbook
[PIIC5-08](#) DE-Webpage
[PIIC5-09](#) DE-Resource Page
[PIIC5-10](#) DEITC Minutes 9-2021
[PIIC5-11](#) Ally Faculty Guide
[PIIC5-12](#) Accessibility-Canvas
[PIIC5-13](#) DE Certification Info
[PIIC5-14](#) AFT 1521-DEPolicy
[PIIC5-15](#) DEITC-Recertification
[PIIC5-16](#) DEITC-Canvas Training
[PIIC5-17](#) POCR

D. Financial Resources

Planning

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

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 ([DIID1-01](#)). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee (DBC) including representatives

from all colleges. The Budget Allocation Model was developed through the ECDBC ([DIID1-02](#)) and with the DBC approving the final model ([DIID1-03](#)). The District has Administrative Procedures on reserves ([DIID1-04](#)) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

The District has also developed special funding at the District-level to support educational priorities Districtwide. This funding includes \$2.5 million to support Districtwide Racial Equity and Social Justice efforts ([DIID1-05](#); [DIID1-06](#)). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds ([DIID1-07](#)). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

In addition to the LACCD allocation of general funds, the College supports critical student programs through various categorical funds ([PIID1-01](#)), specially funded programs, grants and various enterprise units ([PIID1-02](#)). The District has also developed special funding at the District-level to support educational priorities Districtwide, including support for Districtwide Racial Equity efforts, Social Justice initiatives, and College Promise, which ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

Categorical programs and grants develop plans for the use of funds to support specific academic, student success, and student learning programs ([PIID1-03](#)). The enterprise units are self-supporting entities that develop their budgets in support of academic activities ([PIID1-04](#)).

Each year, the College prepares a budget that fully funds instructional programs to achieve enrollment growth targets established by the LACCD ([PIID1-05](#)). In years when funding is available, the College provides increases over the prior year for essential department needs resulting from planned enrollment growth. This budget is vetted through the college Budget Committee (BC), a standing committee to the Pierce College Council (PCC), to ensure consensus on the college's budget goals, priorities, and savings targets, and that financial resources are aligned with the college's mission and goals ([PIID1-06](#), [PIID1-07](#)).

As illustrated in the college's Integrated Planning Calendar 2013-2026, and driven by the College's Strategic Master Plan 2022-2026 (SMP) inherent goals and the College's objectives, all divisions reflect annually upon the college's needs and growth and prepare a comprehensive program review (CPR) with annual updates ([PIID1-08](#), [PIID1-09](#), [PIID1-10](#)). The CPRs reflect departmental needs based upon divisional and institutional mission and goals and identify resources necessary for continued improvement ([PIID1-11](#), [PIID1-12](#)). Annually, the College distributes additional resources to support the enhancement of programs and services by creating a ranked list of resource requests. This list contains all requests from the CPR review process, categorized as health/life safety, maintenance or stability, and disaggregated by the type of request, including labor, equipment, and supply needs, or enhancement. This list is brought to the LAPC Budget Committee (BC), a shared governance committee, for review and discussion ([PIID1-07](#), [PIID1-13](#), [PIID1-14](#)). The BC then seeks the PCC's approval of the resource

allocation list. After the list is approved by the PCC, the list is sent to the president for consideration.

To ensure fiscal stability, the College monitors its budget on a monthly and quarterly basis. Monthly, the College prepares a financial plan to track actual expenditures against budgeted funds. The BC reviews this plan each month. Additionally, Administrative Services conducts a quarterly review/gap analysis of categorical and specially funded programs based on run rates against budget ([PIIID1-15](#)). Feedback from this analysis is provided to the individual departments for corrective action.

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.

LAPC has sound financial practices. The LACCD allocation formula distributes resources based on enrollment and funding for key areas of the college, including maintenance and operations. The allocation received from the District ensures that funding is available to meet enrollment growth targets and cost escalation factors.

The college's financial planning and budgeting is guided by an integrated planning and resource allocation process as provided in the financial plans, fiscal reporting, and other documents archived by its main participatory governance bodies. These include documents from the ECDBC, CFO, DBC, PCC, and BC.

College planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College has formalized its processes and practices and ensures that available financial resources are used to support student learning programs and student support services that are designed to improve the effectiveness of the institution.

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| 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. |
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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](#)) 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](#)). Based on the budget development calendar ([DIIID2-03](#)), the colleges and the

Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 ([DIID2-04](#)). The 2021-2022 budget indicates that, “The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget” ([DIID2-05](#)).

As detailed in Standard I.A, the Strategic Master Plan for 2022-2026 aligns with the college’s mission statement ([PIID1-08](#), [PIID2-01](#)). Operational goals and objectives are developed as part of the college’s SMP and are the basis on which department goals are created and measured. As stated in Standard III.D.1, the college’s annual planning cycle requires all units and departments to align goals and resource requests to the strategic master plan through the comprehensive program review process.

The Budget Committee (BC), a subcommittee of the Pierce College Council (PCC), ensures that financial resources are aligned with the college’s mission and goals through the development and affirmation of the annual budget and ongoing recommendations to support the college’s operational and emergency needs ([PIID2-02](#), [PIID1-06](#)). Every year, the BC develops consensus on the college’s financial goals for the year, including savings targets, and works to track the progress toward achieving those goals. Monthly meetings are held to review expenditures, transfers, and information about the achievement of college and district annual goals. The BC provides a monthly report to the PCC and seeks its approval of fiscal recommendations ([PIID2-03](#)).

To support the process of ensuring that college resources are allocated consistently with institutional mission and goals and to oversee the integration of financial and institutional planning, the College relies on committees of both the Academic Senate and the Pierce College Council (PCC) to provide opportunities for dialogue and participation related to fiscal resource decisions ([PIID2-04](#), [PIID2-05](#)).

As discussed in I.B.1, the BC is charged with developing a Resource Priority List from each of the four divisions in order of priority from highest to lowest ([PIID2-06](#), [PIID2-07](#)). Once the BC creates and approves the ranked list, it is submitted to the PCC for approval, who recommends it to the college president for a final approval and allocation of resources, if available and appropriate ([PIID2-08](#)).

Policies and procedures to ensure sound financial practices and financial stability are established through LACCD Board Policies ([PIID2-09](#), [PIID2-10](#), [PIID2-11](#)). The Business Office & Accounting Policies and Procedures Manual was adopted by the College to facilitate consistent and strong financial practices ([PIID2-12](#)). This 87-page manual details specific procedures, internal controls, and approved forms for fiscal management. All external funding, either from

private funds obtained by the Foundation for Pierce College, or through public sources, grants, and categorical programs, received by the College must be reviewed through an application process that links the fundraising and or grants with the college's mission and goals ([PIIID2-13](#), [PIIID2-14](#), [PIIID2-15](#)).

Appropriate financial information is provided throughout the College using various methods. Regular reports are made to participatory governance committees detailing the financial health of the College. The PCC, BC, and Academic Senate, as well as other committees, provide standing agenda items for administrative updates ([PIIID2-16](#), [PIIID2-17](#), [PIIID2-18](#)). Once a month, the college president shares with the management team information that was discussed at the last District Budget Committee (DBC) meeting, including state level fiscal updates from sources such as the state's Legislative Analyst Office (LAO).

While LAPC has experienced high leadership turnover, with four presidents in the four years from 2018 to 2022 all the presidents have unfailingly worked to communicate budget information to the campus community. This has been done using email, Townhall meetings, and regular reports to shared governance committees and management team meetings ([PIIID2-19](#), [PIIID2-20](#), [PIIID2-21](#), [PIIID2-22](#)).

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](#)). 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](#)). 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](#)), 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](#)).

Analysis and Evaluation

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

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 the institutional plans and budgets.

Evidence of Meeting the Standard

The District has a regular budget development process governed by BP 6200 ([DIID2-04](#)). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process ([DIID3-01](#)). The District budget calendar is updated and approved by the Board annually ([DIID3-02](#)), and budget procedures are revised regularly to comply with federal, state, and local laws ([PIID2-03](#)). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions ([DIID3-03](#)). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

The College's guidelines and processes for financial planning and budget development are clearly defined and well documented as described in the preceding two sections as well as the above paragraph. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through the Pierce College Council (PCC) and the participatory governance committees including the Budget Committee (BC) that report to it. Additionally, the College created a Fiscal Intervention Team in 2021 to address deficit spending which had impacted the College's fiscal performance. The College created a 17-page summary and response letter that included detailed metrics and a Corrective Action Plan (CAP) which was ultimately approved by the District Budget Committee (DBC) [[PIID3-01](#), [PIID3-02](#), [PIID3-03](#)].

The charters of all the participatory governance committees under the PCC articulate the responsibility of all constituency groups in the development of and alignment with institutional plans ([PIID2-06](#); [PIID1-07](#); [PIID3-04](#); [PIID3-05](#); [PIID3-06](#); [PIID3-07](#); [PIID3-08](#)).

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.

The three stages, beginning with the Comprehensive Program Review (CPR) process and concluding with the dissemination of the annual program and/or departmental budgets, are well communicated throughout the organization and governance structures including senior staff, PCC, Academic Senate, BC, Divisions and Departments. We provide opportunities for feedback and adjustments throughout the year in all college forums. The college's Decision Making and Planning Handbook ensures uniformity in decision-making and requires that reports and applications for additional funds be submitted using agreed upon forms. All college constituencies have the opportunity to participate in planning activities. These opportunities are formally articulated in the charter of each of the participatory governance committees.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

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 ([DIIRD4-01](#)). 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 ([DIIRD4-02](#); [DIIRD4-03](#); [DIIRD4-04](#)). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level ([DIIRD4-05](#); [DIIRD4-06](#)). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process ([DIIRD4-07](#); [DIIRD4-08](#)). 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 ([DIIRD4-09](#)).

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 ([DIIRD4-10](#)). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF ([DIIRD4-11](#)). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements ([DIIRD4-12](#); [DIIRD4-13](#)). 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 ([DIIRD4-17](#); [DIIRD4-14](#)). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval ([DIIRD4-15](#)). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available. To ensure effective planning, the Pierce College Council (PCC) and the Budget Committee (BC) meet at least monthly to discuss budget, the process, changes and resource allocations ([PIIRD1-07](#), [PIIRD4-01](#)).

Grants and other externally funded programs are overseen by program managers who have been assigned to the project. Administrative Services closely reviews, monitors, and assists in the oversight of the categorical, unrestricted general fund, and auxiliary programs such as Community Services, the ASO, and grants ([PIIRD4-02](#), [PIIRD1-15](#)).

The College has developed a number of financial partnerships to strengthen instructional programs. The College has partnership agreements with the Los Angeles Unified School District (LAUSD) to allow for instruction to occur at their sites ([PIIID4-03](#)). Other partnerships provide ancillary benefits, including financial resources for departments, such as the long and short term contracts for engagements like filming, the Vintage market, Super Car Sunday events, Bureau of Automotive Repair stations etc (Auto Contract), Nextel Communication ([PIIID4-04](#)). The College has enterprise partnerships that allow its property to be leased to other businesses and agencies to generate additional income. For example, youth-based sports activities generate revenue and provide in-kind services such as maintenance of the property as part of the agreement ([PIIID4-05](#); [PIIID4-06](#); [PIIID4-07](#)).

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.

Pierce College maintains a realistic assessment of financial resource availability in the following ways:

- Prudent use of State funding via Los Angeles Community College District (LACCD) annual base allocation;
- Dedicated revenue earned by the College;
- Prudent use of state funded categorical programs, block grants and supplemental resources awarded throughout the year;
- Aggressive monitoring of the college's ending balances;
- Aligning grants awarded to the College with the strategic master plan; and,
- Ensuring enterprise partnerships are sufficiently managed to cover all current expenses and exit each year with a positive balance.

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](#)). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources ([DIIID4-05](#); [DIIID4-11](#)). 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](#)).

The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information ([DIID5-01](#); [DIID5-02](#)). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances ([DIID5-03](#); [DIID5-04](#)). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures during the budget development process ([DIID5-05](#); [DIID5-06](#)).

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

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources ([DIID5-13](#)). The Board established and regularly updates board policies which address financial management and internal control structures ([DIID5-14](#)). The recent policy review has aligned District policies with the Community College League model policies.

All contractual agreements made are consistent with BP and AP 6340 ([DIID5-15](#)), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing ([DIID5-16](#)) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

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

To maintain financial integrity, Los Angeles Pierce College (LAPC) has internal controls to ensure responsible use of its resources in the areas of budget, planning, expenditures, human resources, and accounting. Internal controls inherent in district policies and college procedures guide the fiscal operation during budget preparation, budget augmentations, and budget tracking. Board Policy and Administrative Procedure 6200 define how the college's annual budget is prepared, the type of interim reports created, and the manner in which expenditures are authorized ([PIIID2-10](#), [PIIID2-11](#)).

Augmentations to department budgets take the form of an emergency budget request for unplanned expenditures or resource requests resulting from comprehensive program review (CPR) ([PIIID5-01](#), [PIIID5-02](#)). Emergency requests are first presented to the BC, and if approved, forwarded to the PCC for consideration and action. Resource requests are evaluated by the BC once all CPRs have been completed, prioritized in the Resource Priority List, and funded as approved by the college president ([PIIID2-07](#), [PIIID2-08](#)).

In accordance with BP 6250, the College prepares a monthly financial plan to track expenditures in the unrestricted budget against the budgeted amount ([PIIID5-03](#)). This plan assesses changes to expenditure patterns in both salary and non-salary accounts ([PIIID5-04](#), [PIIID5-05](#)). This plan is reported monthly at the BC meeting and summarized at the PCC meeting.

In addition to preparing the college's annual budget, the BC reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end reports are provided and reviewed by the BC each fall. The Budget Committee has an opportunity to reflect on the effectiveness of past planning, discuss areas of concern and high performance, and make recommendations to modify future processes ([PIIID5-06](#), [PIIID5-07](#)).

Internal controls regarding procurement are established in board policies and administrative procedures. The governing board delegates contracting authority to the chancellor who, in turn, delegates contracting authority to the college president, who has the option of delegating authority to approve contracts to the vice president of Administrative Services in the president's absence ([PIIID5-08](#); [PIIID5-09](#)). Board Rule 7100 defines contracting requirements, which have yielded 21 separate procurement policies all of which stem from the California Education Code and California Public Contract Code ([PIIID5-10](#)). Please note: the District is in the process of adopting Board Policies and Administrative Procedures in place of Board Rules, and this process is ongoing during the writing of this ISER.

In addition to these policies, the LACCD chancellor has issued directives to ensure that procurement is fair and equitable. Chancellor's Directive 152 addresses a process to ensure that there is no conflict of interest in the procurement of goods and services. Chancellor's Directive 142 addresses a process to ensure that the College is pursuing cost savings by using available contracts for procurement ([PIIID5-11](#)). The purchase of goods and services requires sufficient

budget to be in place to encumber funds for the transaction ensuring that departments cannot purchase more than has been funded in any one cost center, SFP, categorical program, or grant.

The College has internal controls over staff assignments, leaves, and salary expenses. The primary manner to fund approved positions is through the personnel change request (PCR) system. Once funding has been authorized for new positions, the position is created in the department organizational hierarchy ([PIIID5-12](#)). All PCRs receive two reviews prior to approval.

Appropriate control mechanisms are also maintained for the college's fiscal office through the use of department policy and procedure manuals, including the Business Office & Accounting Policies and Procedures Manual, Los Angeles Pierce College Foundation Accounting Policies and Procedures Manual, and bookstore manuals ([PIIID2-12](#), [PIIID5-13](#), [PIIID1-04](#)).

The Foundation for LAPC is a separate California corporation. Internal Revenue Service (IRS) regulations require that the Foundation be audited on an annual basis by an independent accounting firm. The audit report is submitted to the college president, the LACCD governing board, and the state Chancellor's Office ([PIIID5-14](#), [PIIID5-15](#)).

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.

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| 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. |
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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](#)), 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](#)). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures ([DIIID3-01](#); [DIIID5-06](#)). The annual budget is presented to the District Budget Committee ([DIIID6-02](#)), the Board Budget and Finance Committee ([DIIID6-03](#)), and to the full Board for approval

([DIIID6-04](#)). 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](#)). 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](#); [DIIID6-07](#); [DIIID6-08](#); [DIIID6-09](#)).

Every month, a financial plan is prepared by the College Budget Office (CBO) , providing a detailed tracking of the unrestricted financial data for the year; it shows changes to staffing, increases in funding and changes in expenditures ([PIIID6-01](#)). The CBO also prepares a quarterly report tracking restricted funding sources including Categorical Programs, Specially Funded Programs (SFP) and Grants. At its monthly meeting, the Budget Committee (BC) reviews the monthly financial plan, a report documenting budget performance and anticipated underruns and reserves and documents reviewed at the District Budget Committee (DBC) ([PIIID6-02](#), [PIIID6-03](#)). Three times per year, district Budget Office personnel meet with the college's senior staff to review quarterly projections; these documents are also presented to the BC for discussion ([PIIID6-04](#)).

Student learning programs and services are supported by additional resource allocations from SEA, Strong Workforce, Financial Aid, CalWORKS, DSPS, EOPS, Promise Program, Umoja, Veterans Center, Child Development Center, Guided Pathways, Foundation for Los Angeles Pierce College, Adult Education Block Grant, Student Health Center and Mental Health Services. Additionally, the District including the College is compliant with the 50% rule.

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.

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| 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. |
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Evidence of Meeting the Standard

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) ([DIID7-01](#)), Board of Trustees ([DIID7-02](#)) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure and findings are addressed in a timely manner ([DIID6-09](#)). External auditors review progress of corrective actions annually ([DIID7-03](#)).

External audits of the Los Angeles Community College District (LACCD) are completed annually at the close of each fiscal year ([PIID7-01](#)). The scope of the audit covers district activities as well as state program reviews of individual colleges. In years that the College has been found to be out of compliance, a list of audit findings from the LACCD are forwarded to the College with a request for a corrective action plan. A final annual audit is presented to the governing board at a regularly scheduled public meeting and posted on the LACCD Web site ([PIID7-02](#), [PIID7-03](#)).

The College is audited multiple times annually by external and internal auditors. All internal audits require a CAP response from the departments that is then reviewed by senior administration. Depending on the audit findings, changes and improvements are made to mitigate issues. We also receive periodic single audit requests from District Accounting on behalf of Federal and State agencies. Such requests are fully vetted and responded to in a timely manner to ensure the integrity of the programs and eliminate potential audit findings through corrective measures. Lastly the College provides detailed responses to the District annually for the external Financial Statement audit. Findings that impact the financial plan, budget, and current and predicted budget conditions are shared with the Budget Committee (BC) and Pierce College Council (PCC) ([PIID1-07](#), [PIID7-04](#)).

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. LACC provide its Budget Committee with budget information and fiscal conditions at its monthly meetings.

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| 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. |
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Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness ([DIID8-01](#)). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency ([DIID6-09](#)). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer ([DIID6-09](#)).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit ([DIID8-02](#)). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions ([DIID6-06](#); [DIID6-07](#); [DIID6-08](#)). 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.

The District has had unqualified financial statements and unmodified audit reports for over 30 years. Internal audits conducted in the last five years include the evaluation of Cash Management, Payroll, Bookstore, Child Development Centers, Accounts Payable, Procurement, ASO, Fund D and the purchase card program (Cal Card) [[PIID8-01](#), [PIID8-02](#)]. These evaluations have resulted in recommendations for improvement, in process efficiencies, and corrective actions ([PIID8-03](#), [PIID8-04](#), [PIID8-05](#)). Operational self-assessments and Service Area Outcomes are also reviewed by department managers to ensure efficiency and the integrity of the internal control process ([PIID8-06s](#), [PIID8-07](#), [PIID8-08](#)).

Analysis and Evaluation

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and take steps necessary to improve areas of weakness noted. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are evaluated reviewed annually.

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

Evidence of Meeting the Standard

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

To monitor cash flow, the District conducts regular reviews of cash-flow ([DIID9-05](#)). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's ([DIID9-06](#); [DIID9-07](#)). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of 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 ([DIID9-08](#)).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for 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 ([DIID9-09](#)).

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

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

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

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds ([DIID9-12](#)).

A majority of the College's unrestricted general fund allocation is derived from state funding allocated to the LACCD and distributed to the colleges under the district-approved budget allocation model. Functions involving cash flow for LAPC and the other eight colleges are managed by the ESC, which has reserves to meet current obligations. During the economic downturns, the ESC and the College were able to meet obligations ([PIID7-01PIID1-05](#), [PIID9-01](#)).

Each year, LAPC budgets a contingency reserve equal to one percent of its annual allocation. While the college has contingency plans to meet financial emergencies and unforeseen occurrences, the College ensures it maintains resources to meet its commitments.

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.

The college president is a member of the DBC ensuring Pierce College is directly involved in decisions that impact it and the other colleges of the LACCD. The College has sufficient reserves to cover emergencies, and the ESC has access to sufficient cash to cover Pierce College's current obligations. The ESC maintains adequate insurance, and the ESC and College together maintain adequate reserves to cover the college's risks.

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| 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. |
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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 ([DIID2-04](#)); BP 6250 Budget Management ([DIID10-01](#)); BP 6300 Fiscal Management ([DIID5-07](#)); BP 6400 Financial Audits ([DIID10-02](#)); BP 6410 District Audit Charter ([DIID5-17](#)).

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

BP 5130 ([DIID10-03](#)) and AP 5130 Financial Aid ([DIID10-04](#)) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit ([DIID10-05](#)).

BP 3280 Grants ([DIID10-06](#)) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations ([DIID10-07](#)). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight ([DIID10-08](#)). This staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts ([DIID10-09](#)). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight ([DIID10-10](#)).

Starting in September of each fiscal year the College prepares monthly financial plan projection reports used to monitor the finances for the unrestricted budgets ([PIID6-01](#)). Monthly variance reports are reviewed against the budget by both senior staff and the college's Budget Committee. On a quarterly basis, the College conducts a fiscal year-to-date financial review to determine how well the programs are performing against both the established allocation and the prior year's

budget ([PIIID1-13](#)). In addition, specially funded programs, which include the bookstore, Community Services, and categorical programs, have all demonstrated fiscal integrity based on the independent auditing firm ([PIIID7-01](#)). With respect to the college's investments and assets, the LACCD provides oversight over investments made for the district. The College provides oversight for finances and investments made for locally controlled trust accounts maintained in the Business Office ([PIIID10 01](#)).

The college president and the vice presidents provide fiscal oversight for all expenditures and revenues in their respective areas of responsibility ([PIIID10-02](#)). The vice president of Administrative Services provides direct fiscal oversight for funds managed by the Associated Students Organization (ASO), bookstore, Community Services, the Foundation, categorical programs, trust accounts, and specially funded programs such as the US Department of Education's Title V grant. The Financial Aid department uses Bank Mobile for awarding and dispersing funds. An independent accounting firm annually audits the bookstore and categorical programs such as Financial Aid, DSPS, CalWORKS, and EOPS (Audit Results). Findings are issued as part of the LACCD's annual audit report. The Foundation for Pierce College, a 501(c)(3) tax- exempt organization, is also audited annually. The Foundations investments are managed by Windward Capital and the board members adhere to the investment policies in the Foundation's Policies and Procedures Manual to guide all investing ([PIIID5-13](#), [PIIID5-15](#)).

The Business Office Accounting & Policies and Procedures Manual provides guidelines for managing monies collected and disbursed throughout the College ([PIIID2-12](#)). Additional accounting policies and procedures manuals exist for the Pierce College Foundation and the Pierce College Store, each of which have been shared with the staff and integrated into their respective operations.

Self-assessments are conducted by the divisions and departments. Cash control standardization programs provide continuing financial oversight and ensure that fundraising activities are aligned with the college's strategic goals ([PIIID8-03](#), [PIIID8-04](#)).

The ASO, which is a college auxiliary organization, is funded by both student fees and fundraising activities. All ASO expenditures and fundraising activities must be approved in advance by college administration ([PIIID10-03](#)). The College determines the annual budget for the ASO based upon prior year performance in conjunction with the ASO Finance Committee, and ultimately, approved by the college president. Once the budget is approved, the ASO Budget Committee determines how the funds will be spent based on budget requests submitted by college groups and departments looking to utilize these funds. A clear process is in place to track expenditures against approved budget ([PIIID10-04](#)).

Scholarship accounts maintained by both the Foundation for Pierce College and college departments provide annual awards. These accounts are set up with specific instructions for disbursement of funds with Foundation for Pierce College oversight provided by the Foundation

Board, vice president of Administrative Services, and the college president. The associate vice president of Administrative Services, the vice president of Student Services, and the college president provide fiscal oversight.

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.

The College practices effective oversight of its finances in a manner consistent with its goals. Oversight is maintained in all areas, including financial aid, grants, externally funded programs, and auxiliary organizations, such as the Associated Students Organization (ASO) and the Foundation for Pierce College, and its institutional investments and assets. Monthly reports are prepared and disseminated to the auxiliaries by Business Office personnel. The associate vice president and vice president of Administrative Services review the status of all funds on a semi-annual basis and report any concerns to the college president. The Budget Committee also reviews fund variances on a quarterly basis. To ensure an environment of transparency, this process includes all funds.

Title V and other specially funded grant programs are periodically audited by the funding agency. The College Store, Community Services, and categorical programs have all demonstrated fiscal integrity based on the findings of an independent auditing firm.

Liabilities

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

Evidence of Meeting the Standard

The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis ([DIID4-10](#)) 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 ([DIID4-08](#)). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements ([DIID11-01](#); [DIID11-02](#)). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges ([DIID11-03](#)). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year ([DIID11-04](#)).

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 ([DIID11-05](#)). The District performs actuarial evaluations every two years to assess current OPEB liability ([DIID11-06](#)).

The first step in maintaining financial solvency is to ensure that all obligations are identified with accurate valuations at the district and college levels. The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the district's audit report ([PIID7-01](#)).

Multiple long-term plans, including the Enrollment Management Plan, the Facilities 5-Yr Master Plan, Strategic Master Plan, Block Grant, Dedicated Revenue Plan, are submitted to District. We're implementing these plans discreetly in how they apply to the SCFF model and sunseting of the Hold Harmless agreement. As a result, the College is building reserves in anticipation of the impacts of the SCFF model.

At the College, individual departments prepare multi-year projections of resource needs based on trends. In addition, there are compressive program reviews, annual updates, and operational budgets ([PIID1-05](#)).

To improve it's cash flow management additional revenues are generated at the College through the various college auxiliaries. Dedicated revenues are generated through the rental of college facilities to local high schools, film studios, and other non-profit and for-profit groups ([PIID11-01](#), [PIID11-02](#)).

Analysis and Evaluation

The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

The District does not currently have any locally incurred debt.

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

Evidence of Meeting the Standard

BP 6307 Debt Issuance and Management ([DIIRD14-01](#)) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for \$1.245 Billion began in 2001 ([DIIRD14-02](#)); Prop AA for \$980 million began in 2003 ([DIIRD14-03](#)); Measure J for \$3.5 Billion began in 2008 ([DIIRD14-04](#)) and Measure CC for \$3.3 Billion in 2016 ([DIIRD14-05](#)). 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 ([DIIRD14-06](#)) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language ([DIIRD14-07](#)). All projects for the bond are reviewed by the Board Facilities

Committee and approved by the Board in accordance with BP 6600 ([DIID14-08](#)). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations ([DIID14-09](#); [DIID14-10](#)).

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

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

The various internal and external financial and compliance audits referenced in Standard III D. 10 as well as the annual independent audit of the Foundation for Pierce College and the College's Propositions A, AA and Measure J bond attest to the College using funds with integrity consistent with the intended purpose of the funding source ([PIID7-01](#), [PIID14-01](#)).

Detailed references have been made to the policies and procedures in place for the administration of grants, financial aid and other auxiliary services in III D.5, 6 10 providing further evidence that College funds are used with integrity and consistent with the intended purpose of the source.

Analysis and Evaluation

The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditure are audited annual to ensure that all regulatory requirements adherence. Financial operations of auxiliary organizations are reviewed quarterly with the CFO.

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

Evidence of Meeting the Standard

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations ([DIID15-01](#)). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV.

Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU ([DIID15-02](#)). Reconciliation is performed jointly by the College, CFAU and District Accounting ([DIID15-03](#)). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

Based on the HEERF guidelines, the College cancelled student debt totaling \$2,986,001 in the period from April 2020 to June 30, 2021, allowing more students to stay enrolled and continue their education through the COVID-19 pandemic. The College Financial Aid Office provides student loan counseling and financial literacy workshops to supplement the one-time Loan Entrance Counseling conducted by the US Department of Education. The "Independent Auditors' Report On Compliance For Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance" for 06-30-19 and 06-30-20 evidence that the College manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act on a regular schedule.

The most recent official three-year cohort default rate published by the US Department of Education is shown in the chart below. It evidences that the College loan default rates are well below the federally mandated limits.

School Default Rates

FY 2018, 2017, and 2016

Record 1 of 1

| OPE ID | School | Type | Control | PRGMS | | FY2018 | FY2017 | FY2016 |
|--------|--|--------------------|---------|-----------------|------------------------|--------|--------|--------|
| 001226 | LOS ANGELES PIERCE COLLEGE 6201 WINNETKA AVENUE WOODLAND HILLS CA 91371-0001 | Associate's Degree | Public | Both (FFEL/FDL) | Default Rate | 7.9 | 5 | 13.2 |
| | | | | | No. in Default | 35 | 30 | 83 |
| | | | | | No. in Repay | 442 | 595 | 626 |
| | | | | | Enrollment figures | 29943 | 29890 | 29962 |
| | | | | | Percentage Calculation | 1.4 | 1.9 | 2 |

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2018 CDR Year will use 2016-2017 enrollment).

Current Date : 03/07/2022

Analysis and Evaluation

The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure that compliance with Federal regulations.

The College Monitors and manages the cohort default rate annually and ensures compliance with federal regulations. The College also requires students to complete an online life skills lesson to assist with money management ([PIID15-01](#)). The College works in conjunction with the District's CFAU to guarantee compliance on all levels of financial aid administration, both federal and state. Should findings arise for any reason, each college within the District is charged

with developing an appropriate corrective action plan and modified processes and procedures to safeguard against future oversights.

Contractual Agreements

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

Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect ([DIID16-01](#); [DIID16-02](#); [DIID16-03](#); [DIID16-04](#); [DIID16-05](#); [DIID16-06](#)).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting ([DIID16-07](#)). 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.

The College maintains a number of long-term contracts, which serve to strengthen the instructional programs.

To maintain consistent standardized procedures, procurement training is frequently provided by district legal counsel and business services to review and discuss administrative regulations, board rules, and college procedures recommended by members of the management team and assigned staff members, who must handle financial processes ([PIID16-01](#)).

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 III.D. 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 results in credible, accurately, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement, this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound – annual reserves = 6.5% general reserve and 3.5% contingency reserve; with other reserves included, LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to \$1 million and then carries a variety of additional insurance coverage. The managing of financial aid, grants, and auxiliary funds is a duo responsibility of District staff and College staff.

Contractual Agreements – the LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Sound policies and procedures guide the strong fiscal health of the LACCD. The College meets this Standard.

Los Angeles Pierce College has been successful in maintaining financial health and continues to manage its budget prudently to assure fiscal stability. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College's process for financial planning and budget development has resulted in a positive fund balance for LAPC. Various constituencies have an important voice in the development and monitoring of the financial resources.

Evidence List

[DIIRD1-01](#) Allocation Model
[DIIRD1-02](#) Allocation Model Timeline
[DIIRD1-03](#) DBC Minutes May 15, 2019
[DIIRD1-04](#) AP 6305 Administrative Procedures on Reserves
[DIIRD1-05](#) Framework for Racial Equity
[DIIRD1-06](#) 2021-22 Centralized Accounts
[DIIRD1-07](#) Special Funds FY21
[PIIRD1-01](#) Categorical Prelim Allocation Budget Memo
[PIIRD1-02](#) Program Total Actuals Query
[PIIRD1-03](#) SEA Plan 2019-2022
[PIIRD1-04](#) Bookstore Operations Manual
[PIIRD1-05](#) Operation Plan Budget
[PIIRD1-06](#) Budget Committee (BC) Charter
[PIIRD1-07](#) BC Minutes 5-2021
[PIIRD1-08](#) Strategic Master Plan (SMP) 2022-2026
[PIIRD1-09](#) Integrated Planning Calendar
[PIIRD1-10](#) Comprehensive Program Review (CPR) Template
[PIIRD1-11](#) CPR-Umoja-2020
[PIIRD1-12](#) CPR-Library-2020
[PIIRD1-13](#) Consolidated Resource Priority List (RPL)
[PIIRD1-14](#) RPL Vote Tally Sheet
[PIIRD1-15](#) SFP Categorical Rev-Exp FY2122

[DIIRD2-01](#) May Revise 2021-22
[DIIRD2-02](#) District Budget Committee Agenda August 11, 2021
[DIIRD2-03](#) Budget Development Calendar
[DIIRD2-04](#) BP 6200
[DIIRD2-05](#) FY21-22 Final Budget
[DIIRD2-06](#) 2122 Proposed Final Budget
[DIIRD2-07](#) Board of Trustees Minutes September 1, 2021, pg. 20
[PIIRD2-01](#) Mission Flyer
[PIIRD2-02](#) College Budget Planning Chart
[PIIRD2-03](#) PCC Minutes 1-28-2021
[PIIRD2-04](#) FPPC Charter
[PIIRD2-05](#) PCC Charter
[PIIRD2-06](#) RPL Meetings
[PIIRD2-07](#) RPL List 2021-2022
[PIIRD2-08](#) PCC Minutes 6-2021
[PIIRD2-09](#) BP 6200
[PIIRD2-10](#) AP 6200
[PIIRD2-11](#) BP 6300
[PIIRD2-12](#) Business Office Accounting Manual

[PIIID2-13](#) Grant Application
[PIIID2-14](#) Trust Application
[PIIID2-15](#) Fundraising Application
[PIIID2-16](#) PCC Agenda 1-28-2021
[PIIID2-17](#) Senate Agenda 5-24-2021
[PIIID2-18](#) BC Agenda 5-4-2021
[PIIID2-19](#) First Monday Report 2018
[PIIID2-20](#) Management Team Meeting 2021
[PIIID2-21](#) Brahma Beat
[PIIID2-22](#) Townhall 2022

[DIIID3-01](#) Budget Operation Plan Instructions 2021-22
[DIIID3-02](#) Board of Trustees Minutes October 7, 2020, pg. 12
[DIIID3-03](#) Governance Survey 2021
[PIIID3-01](#) FIT Summary
[PIIID3-02](#) FIT Questions
[PIIID3-03](#) FIT LAPC Response
[PIIID3-04](#) TC Charter
[PIIID3-05](#) FAC Charter
[PIIID3-06](#) EMC Charter
[PIIID3-07](#) Diversity Charter
[PIIID3-08](#) ASC Charter

[DIIID4-01](#) Budget Finance Committee May 19, 2021
[DIIID4-02](#) Monthly Cyclical Expenditures
[DIIID4-03](#) Monthly Expenditures 2022 Per. 03
[DIIID4-04](#) Month Cyclical Expenditure Reports
[DIIID4-05](#) Technical Review 2021-22
[DIIID4-06](#) District Budget Committee Minutes May 13, 2020
[DIIID4-07](#) Accountability Measures July 8, 2020
[DIIID4-08](#) 5-Year Financial Forecast June 16, 2021
[DIIID4-09](#) Fiscal Accountability Process 2021
[DIIID4-10](#) 5-Year Financial Forecast Detail 2021
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[DIIID4-12](#) Third Quarter Enrollment Planning 2021
[DIIID4-13](#) Third Quarter Enrollment Proj 2021
[DIIID4-14](#) HR Form Academic Staffing Request
[DIIID4-15](#) Classified Hiring Approval
[PIIID4-01](#) BC Agenda 2-1-2022
[PIIID4-02](#) Other Funds
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[PIIID4-06](#) Little League-Contract
[PIIID4-07](#) Fun in the Sun-Contract

[DIID5-01](#) District Budget Committee Agenda January 13, 2021
[DIID5-02](#) Budget and Finance Committee Minutes January 20, 2021
[DIID5-03](#) District Budget Committee Agenda March 10, 2021
[DIID5-04](#) Budget and Finance Committee March 17, 2021
[DIID5-05](#) Budget Operation Plan Instructions
[DIID5-06](#) Public Budget Formulation Workshop 2021-22
[DIID5-07](#) BP 6300 Fiscal Management
[DIID5-08](#) Insufficient Budget Control 1
[DIID5-09](#) Insufficient Budget Control 2
[DIID5-10](#) Journal Voucher
[DIID5-11](#) Monthly Cyclical Expenditure Memo
[DIID5-12](#) Monthly Cyclical September 2021 October 31, 2021
[DIID5-13](#) DBC Agenda October, 13, 2021
[DIID5-14](#) Budget and Finance Agenda October 20, 2021
[DIID5-15](#) BP/AP 6340 Bids and Contracts
[DIID5-16](#) BP/AP 6330 Purchasing
[DIID5-17](#) BP 6410
[DIID5-18](#) Budget and Finance Committee Minutes June 16, 2021
[DIID5-19](#) Internal Audit Update
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[PIID5-03](#) BP 6250
[PIID5-04](#) Due Dates-Monthly Projection Plan-Quarterly 2021-2022
[PIID5-05](#) Projection Financial Plan 21-22
[PIID5-06](#) BC Self Evaluation
[PIID5-07](#) BC Minutes 5-2019
[PIID5-08](#) AP 2431
[PIID5-09](#) AP 6340
[PIID5-10](#) Board Rule 7100
[PIID5-11](#) Chancellor' s Directives
[PIID5-12](#) HR-H-100
[PIID5-13](#) Foundation-Accounting Policies and Procedures
[PIID5-14](#) Foundation Financials
[PIID5-15](#) Foundation Audit Report

[DIID6-01](#) Board of Trustees Minutes October 7, 2020, pg. 12
[DIID6-02](#) District Budget Committee Minutes August 11, 2021
[DIID6-03](#) Budget and Finance Committee Minutes August 18, 2021
[DIID6-04](#) Board of Trustees Agenda September 1, 2021, pg. 9
[DIID6-05](#) LACCD Financial Audit June 30, 2020 and 2019
[DIID6-06](#) LAHC Payroll Audit January 31, 2020
[DIID6-07](#) LASC Child Development Center Audit April 30, 2019
[DIID6-08](#) LATTC CAL-Card Audit January 31, 2021
[DIID6-09](#) External Audit Corrective Action Plan 2019-20
[PIID6-01](#) Monthly Projection Report 1-2021
[PIID6-02](#) DBC Meeting 8-11-21

[PIIID6-03](#) BC Minutes 2-1-22

[PIIID6-04](#) Budget Enrollment Review

[DIIID7-01](#) Budget and Finance Committee December 2, 2020

[DIIID7-02](#) Board of Trustees Minutes March 3, 2021, pg. 7

[DIIID7-03](#) Financial Audit June 20, 2020 and 2019, pg.148

[PIIID7-01](#) Financial Statements 2020

[PIIID7-02](#) BOT Minutes 3-2021

[PIIID7-03](#) Audit Reports-Website

[PIIID7-04](#) PCC Minutes 7-202112

[DIIID8-01](#) Budget and Finance Committee Minutes June 16, 2021

[DIIID8-02](#) Internal Audit Plan 2021-22

[PIIID8-01](#) Trust Account Audit

[PIIID8-02](#) Cal Card Audit

[PIIID8-03](#) Fundraising Cash Guidelines

[PIIID8-04](#) Cash Management Worksheet

[PIIID8-05](#) Athletics Audit

[PIIID8-06](#) Administrative Services SAOs

[PIIID8-07](#) Parking Services SAO Results

[PIIID8-08](#) Campus Services Survey Results

[DIIID9-01](#) AP 6305 Administrative Procedure on Reserves

[DIIID9-02](#) CCFS-311Q September 30, 2019

[DIIID9-03](#) CCFS-311Q December 31, 2020

[DIIID9-04](#) Annual Financial and Budget Report

[DIIID9-05](#) Fund 1 Cash Flow

[DIIID9-06](#) Moodys Aaa 2020

[DIIID9-07](#) S&P Rating

[DIIID9-08](#) District Budget Committee Agenda June 9, 2021

[DIIID9-09](#) District Audit 2019 and 2020, pg. 52

[DIIID9-10](#) Placement Insurance

[DIIID9-11](#) BP 6540 Insurance

[DIIID9-12](#) Request for Warrant

[PIIID9-01](#) LAPC Final Budget

[DIIID10-01](#) BP6250

[DIIID10-02](#) BP6400

[DIIID10-03](#) BP 5130

[DIIID10-04](#) AP 5130 Financial Aid

[DIIID10-05](#) External Financial Audit June 30, 2021 and 2020

[DIIID10-06](#) BP 3280

[DIIID10-07](#) Uniform Grant Guidance

[DIIID10-08](#) Prog Accountants

[DIIID10-09](#) Institutional Effectiveness & Student Success Foundation October 2019

[DIIID10-10](#) Foundation Report 2020 and 2019

[PIIID10-01](#) 2nd Quarter Enrollment Budget Review
[PIIID10-02](#) President's Org Chart
[PIIID10-03](#) ASO Budget Request Form
[PIIID10-04](#) ASO Budget Request Process

[DIIID11-01](#) Financial State Review
[DIIID11-02](#) Accounting Policies
[DIIID11-03](#) Load Banking 2021 Memo
[DIIID11-04](#) Load Bank Accounting
[DIIID11-05](#) External Audit, pgs. 17-18
[DIIID11-06](#) OPEB Report April 6, 2021
[PIIID11-01](#) Prelim Revenue Projection 2022-2023
[PIIID11-02](#) Status Revenue Accounts

[DIIID12-01](#) OPEB Trust June 30, 2021
[DIIID12-02](#) OPEB Asset

[DIIID14-01](#) BP 6307
[DIIID14-02](#) Board of Trustees Prop A December 6, 2000
[DIIID14-03](#) Board of Trustees Minutes Prop AA January 8, 2003
[DIIID14-04](#) Board of Trustees Measure J April 23, 2008
[DIIID14-05](#) Board of Trustees Measure CC July 20, 2016
[DIIID14-06](#) BP 6740
[DIIID14-07](#) District Citizens' Oversight Committee Minutes October 15, 2021
[DIIID14-08](#) BP 6600
[DIIID14-09](#) Bond Performance FY 2019-20
[DIIID14-10](#) Bond Financial Audit 2018-19
[DIIID14-11](#) External Audit, pgs. 71-155
[PIIID14-01](#) Bond Construction Independent Auditors

[DIIID15-01](#) Student Loan Default
[DIIID15-02](#) Financial Aid Account Procedures
[DIIID15-03](#) Financial Aid Reconciliation October 21, 2021
[PIIID15-01](#) Canvas Financial Aid Shell

[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
[PIIID16-01](#) Procurement Training



Standard IV: Leadership and Governance

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

A. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

Los Angeles Pierce College's (LAPC) governance structure fosters the systematic engagement of individuals in the improvement of practices, programs, or services for which they are responsible or have expertise regardless of their title or constituent group. First, LAPC adheres to The Los Angeles Community College District (LACCD) Board Policy 2510 and Administrative Procedure 2510, which emphasize the importance and value of local participation in governance and decision-making ([IVA1-01](#), [IVA1-02](#)). This ethos allows for constituents to voice opinions, ideas, and concerns in all aspects of the governance process.

Second, LACCD negotiates collective bargaining agreements that delineate the rights and responsibilities to participate in college governance processes, as the CBA outlines a full-time faculty members obligation to participate in participatory governance committees ([IVA1-03](#), [IVA1-04](#), [IVA1-05](#)). Individual contributions lead to a valuable exchange of ideas that contribute to the quality of the College's programs and services. The various collective bargaining agreements support this philosophy through inclusion in faculty, staff, and administrators' evaluation processes ([IVA1-06](#), [IVA1-07](#), [IVA1-08](#), [IVA1-09](#), [IVA1-10](#), [IVA1-11](#)).

Third, innovation and initiative for improving services at the programmatic level goes through the comprehensive program review (CPR) process. CPRs are thoroughly detailed in Standards I.A.3 and I.B.3 ([IVA1-12](#), [IVA1-13](#), [IVA1-14](#)). Resource requests originate through the CPR process, and these requests are reviewed and prioritized by institutional leaders. This process for funding encourages broad discussion throughout a department or program by faculty and staff so that innovation becomes a group effort. In addition to CPRs, department chairs, unit managers or directors, and administrators, as part of their responsibilities, regularly schedule meetings to provide opportunities for the exchange of ideas, to monitor progress towards goals, to consult with constituents, and to discuss changes and improvements ([IVA1-15](#), [IVA1-16](#)).

The Pierce College Council (PCC), the Academic Senate, and the Associated Students Organization (ASO), including each of their standing committees, provide another structured pathway for institution-wide improvements and innovations. This committee structure is summarized in the Decision-Making and Planning Handbook (DMPH) ([IVA1-17](#), [IVA1-18](#), [IVA1-19](#)). These committees provide the foundation for participatory governance at LAPC ([IVA1-20](#), [IVA1-01](#), [IVA1-21](#), [IVA1-22](#)).

The PCC plans and decides upon recommendations to the college president regarding budget, planning, and policy matters. Membership in the PCC includes broad representation from all constituent groups and bargaining units ([IVA1-18](#)). The PCC meets monthly to consider action items presented via an electronic accountability form, which documents every step of the decision-making process, from its initial consideration by the PCC through the president's approval and implementation ([IVA1-23](#)). These recommendations typically originate in the PCC standing committees, whose membership is also broad-based (see committee charters in IV.A.3).

The Pierce College Academic Senate engages faculty in areas of academic and professional matters described in Title 5 Section 53200 of the California Code of Regulations ([IVA1-24](#)). The Academic Senate consults collegially with the administration on student learning outcomes, decisions about curriculum, distance education, faculty hiring, faculty professional development, and student success. In addition, it monitors the progress of the Educational Master Plan.

Through the ASO, student leaders facilitate the exchange of innovative ideas originating from their constituents. The Student Senate, composed of student representatives, makes recommendations to the college president during the academic year ([IVA1-25](#)). The ASO standing committees include: community welfare, election, finance, lobby and rules, publicity, scholarship, and social and cultural. In addition, the ASO coordinates the student clubs. All these bodies provide a forum for students' ideas for improvement in college life ([IVA1-26](#)). Students are capable of enacting innovation through submission of project ideas using the ASO Finance Request form, through development and operation of student clubs and events, and through participation as a representative in ASO, PCC, or associated committees ([IVA1-27](#), [IVA1-28](#)). The PCC and its standing committees include ASO representation in their charters (see IV.A.3), which ensures that students have the opportunity to participate in recommendations regarding policy and procedures.

Additionally, faculty and staff are encouraged by the College's Center for Professional Excellence, which hosts the College Professional Development Committee, as well as the Faculty Professional Development Committee to participate in the development of professional development opportunities. Each year feedback about previous professional development as well as ideas for future professional development are solicited and reviewed ([IVA1-29](#), [IVA1-30](#)). Campus-wide Townhalls, leadership retreats, and summits also create a unique and positive space for faculty and staff to share ideas to improve the institution ([IVA1-31](#), [IVA1-32](#), [IVA1-33](#), [IVA1-34](#)).

Finally, every individual at LAPC is encouraged to innovate and given many pathways to acquire funds in order to bring their ideas to life. Individual administrators, faculty, and staff are capable of enacting innovation through submission and awarding of state or federal grants which also include formal approval processes and forms at the college ([IVA1-35](#), [IVA1-36](#)). In addition to outside grants, employees at LAPC are encouraged to express their ideas through the shared governance process as well as through various departments or institution led initiatives.

Examples of Innovation at Pierce College

| Innovative Program | Source | Evidence Document |
|---|------------------------------------|---|
| Guided Pathways | Institution | IVA1-37 , IVA1-38 , IVA1-39 |
| COVID Task Force | Institution | IVA1-40 |
| Question-Persuade-Refer Suicide Prevention | Program – Student Health Center | IVA1-41 , IVA1-42 , IVA1-43 |
| Wellness Wednesday | Individual – Deb Hefter | IVA1-44 , IVA1-45 |
| Student Support Committee | PCC | IVA1-46 , IVA1-47 |
| Brahma Pantry | SEAPAC | IVA1-48 , IVA1-49 |

| | | |
|---|------------------------------|---|
| NASA MUREP Innovations in Space Technology Curriculum Grant | Individual – Travis Orloff | IVA1-50 |
| Open Educational Resources Program | Program - Library | IVA1-51 , IVA1-52 |
| Passport to Success | Program – English Department | IVA1-53 |
| Peer Online Course Review Workshops | Program – Distance Education | IVA1-54 , IVA1-55 |

Analysis and Evaluation

Through a variety of formalized practices and structures, campus leaders encourage innovation and foster broad participation in the College’s decision-making and planning processes. Through their representatives in standing committees, task forces, and ad-hoc committees, students, faculty, staff, as well as administrators share their ideas and proposals, which lead to institutional improvement under the umbrella of the major decision-making and planning bodies: the Academic Senate, the Pierce College Council, and the Associated Students Organization. The participatory governance structure and the various institutional practices provide the framework where multiple significant and successful innovations take place.

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

Los Angeles Pierce College (LAPC) follows the Los Angeles Community College District’s (LACCD) Policies and Administrative Procedures for establishing policies related to decision-making. The participation of administrators and faculty in the decision-making processes at LAPC is authorized by Policy 2510/Administrative Policy 2510, which establishes the right of each college to organize a College Academic Senate for faculty governance and to establish procedures for faculty participation in developing policies on academic and professional matters as mandated by the Title 5, Section 53200 of the California Code of Regulations ([IVA1-01](#), [IVA1-02](#), [IVA1-24](#)). Provisions for the establishment of a District Academic Senate as a recommending body to the governing board on academic and professional matters are also included in this rule.

In addition to district policies, procedures, and guidelines, the College communicates its own decision-making and planning procedures in the Decision-Making and Planning Handbook ([IVA1-17](#)). This publication contains a summary of committee charters and illustrates the integration of decision-making, planning, and resource allocation. As described in Standard I.A.3 and I.B.3 and in the decision-making handbook, comprehensive program review illustrates

broad participation in decision making, as members of a department or program complete the program review, and program review exemplifies the College's practice of authorizing the members of the community to participate in the decision-making process.

As described in IV.A.3, the College maintains a clear committee structure, with the all constituency groups represented on the various committees. The committee charters outline the implementation of College decision-making practices, as evidenced in IV.A.3.

While decision-making is organized through the constituency representation on a hierarchy of standing committees and central committees, district and local policy also contemplate individual participation. LACCD Board Policy 2340 and Administrative Procedure 2340 describes how members of the public can request discussion or action items be added to the agenda ([IVA2-01](#), [IVA2-02](#)). Likewise, the Pierce College Academic Senate and its sub-committees include a standing item on the agenda that allows for individual participation in the process through a public comments period that occurs prior to the Senate acting on agenda items ([IVA1-19](#), [IVA2-03](#), [IVA2-04](#)). Finally, the PCC charter outlines the process by which any constituent member can contact his or her representative and, through this representative, elevate requests for agenda items ([IVA1-18](#)).

Title 5 of the California Code of Regulations, section 51023.7 and Board Policy 2510 make provisions for the participation of students in the decision-making processes in matters that significantly affect them ([IVA2-05](#), [IVA1-01](#)). Specific procedures related to students for implementing their participation in the governance processes are outlined in the LACCD Administrative Procedure 5400, Board Policy 2220, and Board Rule 18200 ([IVA2-06](#), [IVA2-07](#), [IVA2-08](#)). Please note that the District is in the process of changing Board Rules to Board Policies and Administrative Procedures.

The District governing board recognizes two student elected bodies. The Student Affairs Committee (SAC), which is composed of the student trustee and the associated students' organization presidents of the District's nine colleges, offers recommendations on matters affecting students at the district level. The second board-recognized student organization is the individual college Associated Students Organizations (ASO), which are authorized to make recommendations to the local college president. Where ASO requests impact other constituent groups, the ASO representative in the participatory governance committees take the recommendations to the appropriate forums.

LAPC students are engaged, and they contribute to decision making at LAPC. Processes are in place that allow for students to advocate for their needs and provide feedback to the governing board and local campus leaders. A concerted effort is made to include students as either voting or non-voting members of the shared governance committees and records of student participation for all Pierce College Council and Academic Senate committees are noted in a committee's self-evaluation ([IVA2-09](#), [IVA2-10](#)). Associated Students representatives provide feedback to the PCC and Senate committees ([IVA2-11](#), [IVA2-12](#)). Starting in 2021, the PCC instituted a program to train PCC committee chairs on effective leadership and engaging all voices, particularly students ([IVA2-13](#)). This training includes a workshop on leadership at the beginning of the academic year, and the committees are then surveyed in the middle of the

academic year on member participation and committee effectiveness, including the engagement of the student representative ([IVA2-14](#)).

The LAPC student voice is strong, as evidenced by the ASO supporting the Student Health Center in raising the student health fee. This support was essential to support the medical and mental health services provided by the Pierce College Health Center. After voting to support the fee increase at LAPC, ASO leadership brought their support to the district and presented their desire to support the fee increase to the Board of Trustees. The ASO received the support of the Academic Senate and PCC, and students district wide voted to raise the student health fee ([IVA2-15](#), [IVA2-16](#), [IVA2-17](#)).

Analysis and Evaluation

The College relies on governing Board Policies, Administrative Procedures, and local college practices to encourage broad participation in its decision-making and planning processes. Students use the structures authorized by policy to make their voice heard in matters that directly affect them. The provisions for participation by students, faculty, staff, and administrators contained in the various policy documents are implemented by the committees, administrative and academic councils, task forces and other ad-hoc groups that work together in fulfillment of the College's mission, vision, and goals.

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

In the spirit of collaboration Los Angeles Pierce College's (LAPC) 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.

LAPC's governance committees' charters describe the active participatory role that administrators and faculty have in the development of institutional policies, planning, and budget. The Pierce College Council (PCC) makes planning, budget, and procedure recommendations to the college president ([IVA1-23](#), [IVA1-18](#)). The PCC Accountability document demonstrates the process that is used to bring issues to the PCC for consideration as it makes recommendations to the College President. All constituent groups of the PCC share the responsibility of acting jointly in recommending procedures that guide the College toward its goals, ensuring that the College fulfills its mission. The charters of each of the PCC standing committees describe the committee's specific role and function in the development of procedures, plans, and budget.

| | | |
|----------------------------------|----------------------------------|---|
| Accreditation Steering Committee | Charter: IVA3-01 | Provides leadership and management to accreditation processes |
|----------------------------------|----------------------------------|---|

| | | |
|---------------------------------|----------------------------------|---|
| Budget Committee | Charter: IVA3-02 | Reviews and makes recommendations about financial and budgeting processes |
| Diversity Committee | Charter: IVA3-03 | Promotes awareness, understanding, and appreciation of equity and inclusion |
| Enrollment Management Committee | Charter: IVA3-04 | Oversees a comprehensive enrollment planning process |
| Facilities Advisory Committee | Charter: IVA3-05 | Oversees all College facilities and reviews bond-funded projects |
| Student Support Committee | Charter: IVA1-47 | Provides assistance to students and their well-being |
| Technology Committee | Charter: IVA3-06 | Provides guidance and policy development in all aspects of technology |

The charters of five of the seven standing committees of the PCC specify that the committee be chaired jointly by an administrator and by a committee member elected by the committee. For example, the Accreditation Steering Committee specifies that the co-chairs be the faculty accreditation coordinator and the Accreditation Liaison Officer (ALO), who is an administrator ([IVA3-01](#)). The Diversity Committee charter, Student Support Committee Charter, and the PCC charter do not specify the constituent group or category of the co-chairs or chair and vice chair.

While membership in the Academic Senate and in its standing committees is primarily composed of faculty, administrators are included in the charter membership either in an advisory or operational capacity or as voting members. The Charters of the Senate sub-committees illustrate the College's commitment to broad participation in the participatory governance structure.

| | | |
|---|----------------------------------|---|
| Academic Policy | Charter: IVA3-07 | Reviews all matters of academic policy and submits proposals for changes to academic policy |
| College Outcomes Committee | Charter: IVA3-08 | Guides the College through the continual process of developing, implementing, assessing, and evaluating outcomes |
| Curriculum Committee | Charter: IVA3-09 | Reviews, updates, and evaluates new and revised course and programs |
| Educational Planning Committee | Charter: IVA3-10 | Guides the College through the continual process of strategic education planning |
| Events and Recognition Committee | Charter: IVA3-11 | Provides leadership in creating events that honor and celebrate faculty, staff, and students |
| Distance Education and Instructional Technologies Committee | Charter: IVA3-12 | Deals with the use of technology and online learning |
| Faculty Position Priority Committee | Charter: IVA3-13 | Establishes a procedure to create a prioritized list of faculty positions recommended to the President for hiring |
| Faculty Professional Development Committee | Charter: IVA3-14 | Creates and promotes professional development opportunities for faculty |

| | | |
|-------------------------------|----------------------------------|---|
| Professional Ethics Committee | Charter: IVA3-15 | Considers matters of professional ethics as they relate and apply to faculty |
| Student Success Committee | Charter: IVA3-16 | Discusses, promotes, and recommends opportunities and programs to improve student success |

Two bargaining unit committees make recommendations directly to the college president. The Professional Growth Committee (PGC) develops guidelines and reviews proposals for the allocation of monies to faculty for conference attendance and tuition reimbursement ([IVA3-17](#)). The Work Environment Committee (WEC) deals with workplace safety, environmental concerns, smoking and noise abatement, campus parking matters, office space allocation, and other related issues ([IVA3-18](#)). PGC and WEC do not have charters because these two committees are mandated by the Faculty Collective Bargaining Agreement. The committee composition and scope of the committee work is spelled out in the AFT 1521 contract ([IVA3-19](#)).

Membership in both committees includes faculty appointed by the AFT local chapter and by the Academic Senate and administrators appointed by the college president. In the case of the WEC, in addition to faculty and administrators, there are representatives from other constituency groups in accordance with provisions in each of the unit's respective bargaining agreements ([IVA3-18](#)).

The Student Equity and Achievement Pierce Advisory Committee (SEAPAC) includes faculty, staff, and administrators who make recommendations on the use of Student Equity funds and monitor the progress of funded projects ([IVA3-20](#)). SEAPAC has a unique reporting structure. SEAPAC is an advisory committee that, due to the use of the funding to address equity opportunities, reports to both the Academic Senate and PCC. SEAPAC members report to the Student Success Committee, which in turn reports to the Academic Senate. SEAPAC also reports to the Budget Committee, which then reports to the PCC. This reporting structure provides opportunities for program development and activities that assist the college in closing achievement gaps for students.

Analysis and Evaluation

Faculty and administrators actively participate in the decision-making governance structures of the College. The charters of the LAPC committees best outline the College's commitment to broad participation and substantive dialogue in the governance process.

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

The Los Angeles Community College District (LACCD) has clearly defined regulations relating to the participation of faculty and administrators in curriculum development and curriculum approval. Administrative Procedure 4020 outlines the procedures for developing and approving curriculum, and all LACCD Board Policies and Administrative Procedures are regularly evaluated ([IVA4-01](#), [IVA4-02](#)).

Los Angeles Pierce College (LAPC) implements these procedures through the Academic Senate and the Curriculum Committee (CC), and the CC provides well-defined structures for faculty and administrators to participate in curriculum development, as faculty and staff are voting members of the CC ([IVA3-09](#)). The CC reviews proposed courses and academic programs as well as updates to the educational requirements for associate degrees and transfer programs. Proposed new courses and course changes are initiated within academic departments and are reviewed by the school administrators as well as faculty through the Tech Review process before consideration by the CC ([IVA4-03](#)). Proposed new programs and program changes are similarly initiated within academic departments before consideration by the CC. The CC makes recommendations to the Academic Senate regarding course and program proposals. The Academic Senate makes recommendations to the college president.

The Educational Planning Committee (EPC), an Academic Senate Committee whose membership includes faculty and administrators, makes recommendations for reviewing new educational programs; recommending discontinuance of programs; developing the Educational Master Plan; and recommending viability studies ([IVA3-10](#)). The Educational Master Plan (EMP) presents clear goals that inspire institutional growth in curriculum and student learning programs and services ([IVA4-04](#)). The LAPC viability review document and its recent update represent an example of faculty and administration collaboratively working to review a process and procedure. Teams worked to use a culture of evidence to review academic programs and recommend a program's self-study prior to official viability review ([IVA4-05](#), [IVA3-10](#), [IVA4-06](#)).

As detailed in IV.A.3, the Student Equity and Achievement Pierce Advisory Committee (SEAPAC) represents another College structure that includes faculty, staff, and administrators who provide recommendations over the use of Student Equity funds ([IVA3-20](#)).

Board Policies and Administrative Procedures 5110, 5120, 5050 define expectations for faculty and administrators to work collaboratively in ensuring the development and implementation of student learning and support structures, programs, and guidelines ([IVA4-07](#), [IVA4-08](#), [IVA4-09](#), [IVA4-10](#), [IVA4-11](#), [IVA4-12](#)). In addition, these Board Policies and Administrative Procedures call the faculty and administration to make available the resources and tools needed to facilitate student access, retention, and success. The Academic Senate, and the sub committees of the Senate, implement these Board Policies ([IVA3-16](#), [IVA4-13](#)).

Analysis and Evaluation

The faculty and academic administrators have well-defined roles in the processes leading to recommendations in curriculum and student learning programs and services. In addition to Board Policies, LAPC committees are well structured. These involve administrators and faculty in recommendations related to curriculum and student learning and support services. Working collaboratively, faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement.

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

Los Angeles Pierce College (LAPC), through the participatory governance process and through the Board of Trustees, ensures the appropriate consideration of relevant perspectives, the alignment of expertise and responsibility in decision-making, and timely action on decisions. The role of the Board of Trustees is described in IV.C.

As evidenced in IV.A.3, the participatory governance committee charters of LAPC illustrate a diverse composition of participants, and these committees are central to institutional planning. Committee meetings are promoted to encourage broad participation, and these open meetings discuss relevant and timely institutional issues. The committees at LAPC, and the Board of Trustees committees, meet monthly for the exchange of ideas and for information sharing ([IVA5-01](#)). Annual meetings are planned, advertised, and marketed so that attendance by student association members, representatives from the nine colleges of the L.A. Community College District, community groups, the chancellor, college presidents, executive staff, classified employees, union representatives, LAPC communities, and the district academic senate (DAS) will be in attendance. This cross-section of stakeholders assures all perspectives are heard and remain relevant.

In addition to the participatory governance structure, comprehensive program review also represents an avenue in which broad participation from experts in their fields is utilized in the decision-making process at the College. Program reviews are completed by members within a specific department or program, as described in I.A.3 and I.B.3.

The development, and changes, to curriculum also illustrates the College's commitment to broad participation and timely action on decisions. The Curriculum Committee meets monthly to review course and program proposals and to update recommendations to the local Academic Senate ([IVA5-02](#), [IVA5-03](#), [IVA5-04](#)). Curriculum development goes through an extensive vetting process by experts, and this vetting process allows for consideration from relevant perspectives.

The College's integrated planning calendar also provides the College with a clear path to timely actions on institutional plans and policies ([IVA5-05](#)). The development and implementation of the College's 2022 Strategic Master Plan shows the College's commitment to broad participation and timely action ([IVA5-06](#), [IVA5-07](#)).

Analysis and Evaluation

Policies and guidelines on governance procedures specify appropriate roles for students, faculty, staff, and administration. The participatory governance structure, the process of program review, and the procedures of curriculum all ensure that relevant perspectives are heard, and appropriate feedback is solicited for decisions at the College.

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

Evidence of Meeting the Standard

Los Angeles Pierce College (LAPC) is transparent in the decision-making processes, and decisions at the College and District are well-documented and well-communicated. As discussed in IV.A.1 and IV.A.3, the College has clear structures in place whereby recommendations are sent to the president and decisions are ultimately made. The College ensures that all constituency groups are made aware of recommendations and decisions through the shared governance process. Meeting minutes, agendas, newsletters, and emails are utilized as communication tools ([IVA6-01](#); [IVA6-02](#); [IAV6-03](#); [IAV6-04](#); [IAV6-05](#); [IAV6-06](#); [IAV6-07](#)). Also, shared governance committees complete a self-evaluation of yearly goals that can be publicly viewed on the Office of Institutional Effectiveness website ([IAV6-08](#), [IAV6-09](#)). In addition, the LAPC website represents a vehicle to broadly communicate information to faculty, staff, and students ([IAV6-10](#)).

The development of the 2022 Strategic Master Plan best illustrates the campus' commitment to being transparent regarding the process of decisions and the resulting decisions. The SMP creation was widely discussed in shared governance committees, and the broad campus was informed regarding the progress of this project via emails and Townhalls ([IAV6-11](#); [IAV6-12](#); [IVA5-06](#); [IAV6-13](#); [IVA1-31](#)).

The governing board and its standing committees, as well as the District and local Academic Senates, adhere to the open meeting laws for public agencies as mandated by Section 54952 of the California Government Code (or Brown Act) ([IAV6-14](#)). Therefore, agendas and minutes are posted openly on SharePoint and meetings include the opportunity for public comment ([IAV6-15](#), [IAV6-16](#)). Administrative and operational units, as well as committees that do not fall under the provisions of the Brown Act, communicate discussions and recommendations in various ways, most frequently at regularly scheduled meetings with students, faculty, and staff or through scheduled oral or written reports to the Academic Senate and Pierce College Council (PCC). Program directors, area deans, senior administrators, and representatives from standing committees provide oral or written reports to the Academic Senate and Pierce College Council

([IAV6-17](#), [IAV6-18](#)). Bargaining units communicate updates on the contract or other reminders at regular meetings of the local chapters or at ad-hoc gatherings, such as the AFT Local 1521 monthly luncheons ([IAV6-19](#); [IAV6-20](#); [IAV6-21](#); [IAV6-22](#)).

Analysis and Evaluation

Through the shared governance structure, decisions are made, documented, and shared. The College uses other modalities, including the website, emails, newsletters, and Townhalls, to communicate critical news and decisions.

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

Los Angeles Pierce College (LAPC) follows a specific integrated planning calendar that outlines when plans and structures need to be evaluated, reviewed, and updated ([IVA5-05](#)). In addition to plans and structures, LAPC regularly evaluates leadership roles as well as policies and procedures.

All policies originate at the District level, and LACCD Board Policy 2410 provides guidelines for review of Board Policies and Administrative Procedures ([IVA4-02](#)). LACCD Human Resource guides (becoming Administrative Procedures) detail the evaluations of leadership positions such as the President and Vice Presidents, which is outlined in Standard IV.D ([IAV7-01](#), [IVA7-02](#)). Leadership roles, such as faculty release time positions, are evaluated annually and reviewed by the college president and the Academic Senate President ([IVA7-03](#), [IVA7-04](#)). All leadership positions require a self-evaluation to facilitate continued improvement of performance. Results of evaluations are confidential; however, the College is aware that evaluations of performances are being conducted ([IVA7-05](#)).

Shared governance committees go through an annual self-evaluation process, and the validations of those self-evaluations are communicated to the Academic Senate and the Pierce College Council (PCC) ([IVA7-06](#); [IAV6-09](#); [IVA7-07](#); [IVA7-08](#)). The Office of Institutional Effectiveness has developed a dashboard to monitor the committee self-evaluation process ([IVA7-09](#), [IVA7-10](#)), and the validations, as well as the dashboards, are publicly available for viewing ([IAV6-09](#)).

Institutional plans are evaluated annually, and the results of those evaluations are presented through the shared governance process. For example, the Strategic Master Plan's evaluation is reported to PCC, and the Educational Master Plan is presented to the Educational Planning Committee (EPC) ([IVA7-11](#); [IVA7-12](#); [IVA7-13](#)).

The College is currently discussing creating a systematic schedule for the review and updates of the participatory governance committee charters, thereby creating another clear procedure for

regular evaluation of decision-making and governing processes ([IVA7-14](#)). Regularly and routinely reviewing committee charters also illustrates the College's commitment to constant improvement.

Analysis and Evaluation

The College has developed mechanisms to evaluate the effectiveness of its governance structures, processes, and procedures. College wide participatory governance committees regularly undergo a process of self-evaluation, validation, and recommendations for improvement. The Office of Institutional Effectiveness developed a dashboard to monitor the committee self-evaluation process.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Los Angeles Pierce College's established participatory governance structure and the established District policies and College procedures highlight the College's commitment to student success and institutional excellence. Administrators, faculty, staff, and students are encouraged to participate at all levels of the College, and their roles are clearly delineated, as outlined by policies and practices. The College follows its integrated planning calendar, ensuring that processes and plans are evaluated on a regular and consistent basis. The process of decision-making as well as the resulting decisions are clearly documented and presented to the community through the clearly defined participatory governance structure.

Evidence List

- [IVA1-01](#) BP 2510
- [IVA1-02](#) AP 2510
- [IVA1-03](#) AFT 1521-Appendix Q
- [IVA1-04](#) AFT 1521Article 13
- [IVA1-05](#) AFT 1521-Article 32
- [IVA1-06](#) AFT 1521-Article 19
- [IVA1-07](#) AFT 1521Article 42
- [IVA1-08](#) AFT 1521A-Appendix B
- [IVA1-09](#) AFT 1521A-Appendix C
- [IVA1-10](#) Local 721-Evals
- [IVA1-11](#) Local 911-Evals
- [IVA1-12](#) CPR-Library-2020
- [IVA1-13](#) CPR-English-2020
- [IVA1-14](#) CPR-Auto-2020
- [IVA1-15](#) Physics Department Minutes 11-2019
- [IVA1-16](#) English Department Minutes 11-2020
- [IVA1-17](#) Decision Making and Planning Handbook (DMPH) 2021
- [IVA1-18](#) PCC-Charter

[IvA1-19](#) Senate Bylaws
[IvA1-20](#) Senate Governance Policy
[IvA1-21](#) ASO-Shared Governance
[IvA1-22](#) Shared-Governance Chart
[IvA1-23](#) PCC-Accountability Form
[IvA1-24](#) CA Code of Regulations-Title5
[IvA1-25](#) ASO-Membership
[IvA1-26](#) ASO Clubs
[IvA1-27](#) ASO-Finance Request
[IvA1-28](#) ASO Funding Procedures
[IvA1-29](#) PD Needs Assessment -Survey
[IvA1-30](#) PD Needs Assessment -Results
[IvA1-31](#) Townhalls
[IvA1-32](#) SMP Townhall
[IvA1-33](#) Leadership Retreat
[IvA1-34](#) Summer Summit-Success Teams
[IvA1-35](#) Grant Proposal Form
[IvA1-36](#) Grant Process
[IvA1-37](#) GP-Nova
[IvA1-38](#) Success Teams Proposal
[IvA1-39](#) Success Teams-Pres
[IvA1-40](#) COVID-Org Chart
[IvA1-41](#) QPR Flyer
[IvA1-42](#) QPR Pres
[IvA1-43](#) Mental Health-Midterm Report
[IvA1-44](#) Wellness Wednesday-Flyer
[IvA1-45](#) Wellness Wednesday Emails
[IvA1-46](#) PCC Minutes 5-2019
[IvA1-47](#) Student Support-Charter
[IvA1-48](#) Brahma Pantry-Flyer
[IvA1-49](#) Pantry-SEA Summary
[IvA1-50](#) NASA Grant
[IvA1-51](#) OER-New Faculty Series
[IvA1-52](#) OER-Flyer
[IvA1-53](#) English Department-AB705 Plan
[IvA1-54](#) POCR-Certified
[IvA1-55](#) POCR-Invite

[IvA2-01](#) BP 2340
[IvA2-02](#) AP 2340

[IVA2-03](#) Senate Minutes 10-26-2020
[IVA2-04](#) APC Agenda 10-2021
[IVA2-05](#) Title 5-Section 51023
[IVA2-06](#) AP 5400
[IVA2-07](#) BP 2220
[IVA2-08](#) Board Rule 18200
[IVA2-09](#) EMC-Self Evaluation
[IVA2-10](#) Technology Committee (TC)-Self Evaluation
[IVA2-11](#) Senate Minutes-ASO Report
[IVA2-12](#) PCC Minutes-ASO Report
[IVA2-13](#) PCC-Committee Training
[IVA2-14](#) Enrollment Management Committee (EMC) -Survey Results
[IVA2-15](#) ASO Minutes 2-2020
[IVA2-16](#) ASO Minutes 3-2019
[IVA2-17](#) ASO-Health Center

[IVA3-01](#) Accreditation Steering Committee (ASC)-Charter
[IVA3-02](#) Budget Committee (BC)-Charter
[IVA3-03](#) Diversity-Charter
[IVA3-04](#) EMC-Charter
[IVA3-05](#) Facilities Advisory Committee (FAC)-Charter
[IVA3-06](#) TC-Charter
[IVA3-07](#) Academic Policy Committee (APC)-Charter
[IVA3-08](#) College Outcomes Committee (COC)-Charter
[IVA3-09](#) Curriculum Committee (CC)-Charter
[IVA3-10](#) Educational Planning Committee (EPC)-Charter
[IVA3-11](#) Events and Recognition Committee (ERC)-Charter
[IVA3-12](#) Distance Education and Instructional Technology Committee (DEITC)-Charter
[IVA3-13](#) Faculty Position Priority Committee (FPPC)-Charter
[IVA3-14](#) Faculty Professional Development Committee (FPDC)-Charter
[IVA3-15](#) Professional Ethics Committee (PEC)-Charter
[IVA3-16](#) Student Success Committee (SSC)-Charter
[IVA3-17](#) AFT 1521-Article 23
[IVA3-18](#) AFT 1521-Article 9
[IVA3-19](#) AFT 1521-Article 32
[IVA3-20](#) SEAPAC-Charter

[IVA4-01](#) AP 4020
[IVA4-02](#) BP 2410
[IVA4-03](#) Tech Review-Charter
[IVA4-04](#) EMP 2018-2022

[IVA4-05](#) Viability Review Doc
[IVA4-06](#) EPC Minutes 12-2019
[IVA4-07](#) BP 5050
[IVA4-08](#) BP 5120
[IVA4-09](#) BP 5110
[IVA4-10](#) AP 5100
[IVA4-11](#) AP 5120
[IVA4-12](#) AP 5050
[IVA4-13](#) SEA Plan 2019-2022

[IVA5-01](#) BOT-Meeting Dates
[IVA5-02](#) Curriculum-Nursing Change
[IVA5-03](#) Nursing-Redesign
[IVA5-04](#) Nursing-Curriculum Update
[IVA5-05](#) Integrated Planning Calendar
[IVA5-06](#) SMP Townhall Agenda
[IVA5-07](#) SMP Townhall-Invite

[IVA6-01](#) Senate Minutes 2-22-2021
[IVA6-02](#) PCC Minutes 12-2018
[IAV6-03](#) Brahma Beat
[IAV6-04](#) Articulation Officer-NMP
[IAV6-05](#) APC-Class Cancellation-NMP
[IAV6-06](#) President's Email-Transitions
[IAV6-07](#) President's Email-COVID
[IAV6-08](#) SSC-Self Evals
[IAV6-09](#) OIE Website-Self Evaluations
[IAV6-10](#) LAPC Homepage
[IAV6-11](#) SMP Progress Report
[IAV6-12](#) SMP Townhall
[IAV6-13](#) ASC Minutes 3-2021
[IAV6-14](#) CA Code 54962
[IAV6-15](#) Senate-SharePoint
[IAV6-16](#) Senate Minutes 4-2021
[IAV6-17](#) PCC Minutes 9-2020
[IAV6-18](#) Senate Minutes 11-2020
[IAV6-19](#) 1521A-Meeting Agenda
[IAV6-20](#) AFT 1521-Contract Training
[IAV6-21](#) AFT 1521-Meeting Agenda
[IAV6-22](#) AFT 1521-Meeting Invite

[IAV7-01](#) HR-E10-President's Evaluation
[IVA7-02](#) HR-E216-Vice Presidents' Evaluation
[IVA7-03](#) GP Coordinator-Job
[IVA7-04](#) PD Coordinator-Job
[IVA7-05](#) Senate Exec-Minutes 2020

[IVA7-06](#) EMC-Self Evaluation
[IVA7-07](#) Senate Minutes 9-2020
[IVA7-08](#) PCC Minutes 10-2019
[IVA7-09](#) Senate-Validation Dashboard
[IVA7-10](#) PCC-Validation Dashboard
[IVA7-11](#) PCC Minutes 12-2019
[IVA7-12](#) EPC Minutes 5-2021
[IVA7-13](#) EPC Minutes 5-2022
[IVA7-14](#) PCC Minutes 5-2021

B. Chief Executive Officer

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

Evidence of Meeting the Standard

The president of Los Angeles Pierce College (LAPC), consistent with Administrative Procedure 2431, has primary responsibility for the quality of the institution and provides effective leadership ([IVB1-01](#)). As stated in the president's job description, the chief executive officer is responsible for all College operations, including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IVB1-02](#)).

LAPC has experienced leadership turnover with five presidents in five years; however, despite these changes, the president, and the varying presidential styles, have one thing in common: the president works to improve the College and uphold the College's mission.

The president leads planning, organizing, and budgeting efforts, keeping the College's processes and decisions aligned with the mission and strategic initiatives. The president's continued participation at participatory governance meetings highlights an LAPC value of collaboration: colleagues work together and communicate across all areas with the president actively participating in the conversations. The president regularly attends and presents at the Pierce College Council (PCC), the participatory governance committee that makes important planning, budget and policy recommendations to the college president ([IVB1-03](#), [IVB1-04](#)). In addition to PCC, the president regularly reports to the Academic Senate, the collective voice of the faculty in academic and professional matters ([IVB1-05](#), [IVB1-06](#)). Listening and speaking at the Budget Committee (BC) also reflects the president's commitment to effective leadership in planning, budgeting, and organizing ([IVB1-07](#)).

The President continues to improve the College by selecting and developing personnel when the budget permits such additions. For example, the President moved to fill the Dean of Institutional Effectiveness as well as the Vice President of Student Services positions so that the College could continue to work toward its mission ([IVB1-08](#), [IVB1-09](#), [IVB1-10](#), [IVB1-11](#)).

The LAPC president assesses institutional effectiveness by ensuring that the College plans, and other important College documents, are approved through the participatory governance structure and that the Integrated Planning Calendar is systematically followed ([IVB1-12](#), [IVB1-13](#), [IVB1-14](#)). During the development of the 2022-2026 Strategic Master Plan (SMP), the president led efforts to assess institutional goals and plan for future institutional goals ([IVB1-15](#), [IVB1-16](#), [IVB1-17](#)).

Fall semesters' convocations mark an opportunity for the president to communicate institutional values, goals, and standards to the community. The president presents the importance of a culture of evidence and a focus on student learning during the Opening Day presentations ([IVB1-18](#), [IVB1-19](#), [IVB1-20](#), [IVB1-21](#)).

Analysis and Evaluation

Despite changes in leadership, the LAPC president follows the mission and values of the College. The president actively listens as well as presents to the community at campus-wide events and at various participatory governance committees. The president also strives to hire personnel when the budget allows, and the president focuses the campus on institutional effectiveness by encouraging broad participation planning and evaluation.

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 president oversees the four main divisions of the College, including Academic Affairs, Student Services, Administrative Services, and the President's Office. Each of these divisions has academic and/or classified managers who are responsible for the day-to-day oversight of its academic or student support programs, or institutional support services. Administrative positions are assigned responsibilities appropriate to the purpose of the College. The president oversees and evaluates the efforts, individually and holistically, of this structure ([IVB2-01](#); [IVB2-02](#); [IVB2-03](#); [IVB2-04](#)).

The president meets with the vice presidents weekly and with the entire management team monthly ([IVB2-05](#); [IVB2-06](#); [IVB2-07](#); [IVB2-08](#)). These meetings serve as a communication forum to discuss directly with the president and with fellow deans and managers relevant issues. The president delegates responsibility and authority to the three vice presidents on operational matters within the divisions to achieve the College's goals and improve institutional effectiveness. The vice presidents regularly review the organizational structure within their divisions and may request positions as needed. The president meets monthly with the management team to disseminate direct communication regarding the budget of the College, the District, and the state, and to discuss institutional practices to ensure that they are applied fairly and consistent with the mission of the College and policies of the governing board and district wide procedures.

Analysis and Evaluation

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purpose, size, and complexity. The president delegates authority to administrators and others consistent with their responsibilities, as appropriate. Administrators are assigned responsibilities within their purview, and the president holds them accountable for their performance. As a part of their annual evaluations, the president reviews the appropriate delegation of duties to the vice presidents.

| |
|---|
| 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: |
| <ul style="list-style-type: none">• establishing a collegial process that sets values, goals, and priorities; |
| <ul style="list-style-type: none">• ensuring the college sets institutional performance standards for student achievement;• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;• ensuring that the allocation of resources supports and improves learning and achievement; and• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. |

Evidence of Meeting the Standard

The President, working in conjunction with faculty, classified staff, and the administrators of the College has, through the participatory governance process, established a variety of processes that have improvement of the teaching and learning environment as a fundamental goal. Much of this is embedded in the communication to the campus community and service to the students as well as the broad community.

As described in IV.B.1, Los Angeles Pierce College (LAPC) has had five presidents in five years. Even with these leadership changes, the presidents have demonstrated three values through campus addresses and bulletins, committee reports, and the student newspaper. These values are transparency, community service, and honesty/decency ([IVB3-01](#); [IVB3-02](#); [IVB3-03](#); [IVB3-04](#); [IVB3-05](#); [IVB3-06](#)). The presidents, by embodying these values, encourage the campus community to set values, goals, and priorities of transparency, service, and decency. For example, two major crises emerged during 2018-2021. Local fires caused a campus-wide shut down, and the campus became an evacuation center for large animals and people ([IVB3-07](#)). Additionally, a global pandemic caused a world-wide shut down beginning in early 2020, and the College President organized weekly Zoom COVID updates for the campus community to keep everyone abreast of important issues ([IVB3-08](#), [IVB3-09](#)). The president demonstrates a commitment to the LAPC mission by engaging, enriching, and empowering the campus community ([IVB3-02](#), [IVB3-10](#)).

Also, the president has guided the College's institutional improvement by helping to facilitate the revision of the Strategic Master Plan (SMP). The development of the Strategic Master Plan (SMP) reflects the ongoing effort to continually improve the effectiveness of the institution. The Pierce College Council (PCC), the participatory governance committee that represents all constituency groups including the president, led the revision of the SMP ([IVB3-11](#), [IVB3-12](#)).

In addition to the SMP development, the president encourages the campus' collegial processes. As described in Standard IA, the College recently embarked on a revision of the mission, and the development of the new mission illustrates the College's values, goals, and priorities: the College emphasizes collective ownership of processes as well as the motto of "students first" ([IVB3-13](#), [IVB3-14](#), [IVB3-15](#)). Other College plans, such as the Plan for Enrollment Management (PEM) and the Educational Master Plan (EMP), highlight the College's commitment to participatory governance, transparency, and the success of students. The PEM is developed through the Enrollment Management Committee, a PCC subcommittee, and the Educational Planning Committee, an Academic Senate sub-committee, develops the EMP. These plans are reviewed in their respective committees and then discussed in the PCC and Senate so that the broad community is informed of progress toward goals, as the goals in these College plans directly align with the overarching SMP ([IVB3-16](#); [IVB3-17](#); [IVB3-18](#); [IVB3-19](#); [IVB3-20](#); [IVB3-21](#)). The mission as well as the other College plans are all approved by the president ([IVB3-22](#)).

- ensuring the college sets institutional performance standards for student achievement;

The President ensures the College sets institutional performance standards for student achievement and encourages the campus community's involvement in establishing the institution-set standards (ISS). The ISS are discussed in the Education Planning Committee and voted on in the Pierce College Council ([IVB3-23](#); [IVB3-24](#); [IVB3-20](#); [IVB3-25](#); [IVB3-26](#); [IVB3-27](#)). As discussed in I.B.3, the institution-set standards are incorporated into the SMP metrics to ensure the ISS are reviewed and that they are integrated into the annual resource allocation process ([IVB3-28](#), [IVB3-29](#), [IVB3-30](#)). Ultimately, the President is responsible for ensuring that the ISS are set and are reported annually to the ACCJC ([IVB3-31](#)).

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;

The president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. The Dean over the Office of Institutional Effectiveness (OIE) reports directly to the president, which ensures that College is focused on a culture of evidence ([IVB1-10](#)). The OIE has undergone staffing challenges due to staff pursuing other opportunities and due to budget issues; however, despite these hardships, the OIE continues to work with the President to report on the SMP progress, create the ISS, and to develop the 2021-2025 SMP ([IVB3-29](#), [IVB3-20](#), [IVB3-32](#)). During the spring 2022 semester, the OIE hired an Assistant Research Analyst to support the College's need for high quality research and data ([IVB3-33](#)).

- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;

To ensure that the educational planning is integrated with resource planning and allocation to support student achievement and learning, the LAPC President works closely with the Vice President of Academic Affairs and the OIE ([IVB3-34](#), [IVB1-10](#)). As described in I.A.3, Vice President of Academic Affairs (VPAA) and the Dean of Institutional Effectiveness worked with the Educational Planning Committee to review and revise the comprehensive program review for departments and programs ([IVB3-19](#), [IVB3-35](#)). Currently, comprehensive program review (CPR) requires departments and programs to evaluate their disciplines/areas, align with the mission and SMP, and create long-term as well as short-term goals ([IVB3-36](#), [IVB3-37](#), [IVB3-38](#)). Resource requests are also initiated through the CPR process. Therefore, resource planning as well as resource allocation are intimately tied to educational planning.

- ensuring that the allocation of resources supports and improves learning and achievement;

Resource allocation starts with comprehensive program review of departments and programs. Through the program review process, departments and programs request resources that support and improve student learning and achievement. The requests made through program review must align with the mission to serve students and align with the SMP, and this alignment with the mission and the SMP through program review improves student learning and achievement. Completed comprehensive program reviews are sent to their respective areas where the resource lists are prioritized by the deans and vice presidents. Once the areas create their prioritized lists, these lists are sent to the Budget Committee (BC), who then organizes and integrates the lists from all areas of campus ([IVB3-39](#)). Once the resource allocation lists are approved by BC, a final list is forwarded to PCC for approval and recommendation to the president. The president then funds items on the prioritized list based on available fiscal resources ([IVB3-40](#), [IVB3-41](#)). The President, through the participatory governance process, ensures the allocation of resources supports and improves learning and achievement through the resource allocation process.

- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

The College's integrated planning calendar outlines the institution's overall institutional planning efforts. This plan explicitly demarcates when plans will be evaluated as well as when plans will enter a cycle for revision ([IVB1-12](#)). An example that best illustrates the President's contributions to institutional planning is the development of the 2022-2026 SMP. The College President outlined the four pillars that would be the foundation of the master plan, and through participatory governance and public meetings, the SMP was developed and created with broad campus participation ([IVB3-42](#); [IVB3-43](#); [IVB3-44](#); [IVB3-45](#); [IVB3-46](#); [IVB3-47](#)). The myriad of presentations and talk regarding the SMP represent the President's commitment to the College's mission: engage, enrich, empower.

Analysis and Evaluation

The College President ensures that the College establishes and follows through with institutional policies and procedures that improve the teaching and learning environment. The President encourages a collegial process for planning and the implementation of those plans by communicating to the community expectations and goals for the College. Through the participatory governance structure, the policies and procedures of the College are enacted to foster continued student learning and achievement.

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 understands and embraces the primary leadership role for accreditation by ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times.

The president leads the College in accreditation and encourages broad campus participation in various ways: emails, newsletters, and presentations to participatory governance committees ([IVB4-01](#), [IVB4-02](#), [IVB4-03](#)). Also, the president meets monthly with the accreditation liaison officer (ALO) and the Faculty Accreditation Coordinator (FAC) ([IVB4-04](#)). In addition to presidential communication to the campus, the president works with the ALO and FAC to create fall semesters' Opening Day presentations ([IVB4-05](#); [IVB1-19](#); [IVB1-18](#); [IVB1-21](#)). The president also participates in the monthly District Accreditation Committee, which brings together all nine colleges and their respective accreditation teams to discuss important accreditation related issues ([IVB4-06](#)).

The faculty, staff, and administrative leaders of the College also have responsibility for assuring compliance with accreditation requirements. The Accreditation Steering Committee (ASC) is a standing committee of the Pierce College Council (PCC). Membership of this committee incorporates all areas of the College, including all three vice presidents, management, faculty, staff, and student representation, and the committee provides overall leadership and management of the College's accreditation and ACCJC related matters including internal reporting on accreditation activities and status ([IVB4-07](#)).

Analysis and Evaluation

The president is a driving force in assuring the College is compliant in all areas of accreditation by informing the campus community of the Standards and policies. The president uses different modalities to keep the College community engaged in the accreditation conversation, including emails, newsletters, and presentations. The faculty, staff and administrative leaders have active responsibility for assuring compliance with accreditation requirements through the participatory

governance process and the process of writing required reports and preparing for the comprehensive evaluation site visits.

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| 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. |
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Evidence of Meeting the Standard

The Los Angeles Pierce College (LAPC) president job announcement identifies the responsibilities of the president, which include assuring the implementation of statutes, regulations, and governing board policies ([IVB1-02](#)). The president is fully conversant in statutes, regulations, and policies and receives updates from District departments and attending Board of Trustees, Presidents' Council, the Chancellor's Cabinet and the District Budget Committee (DBC) meetings. The District assists all the colleges with compliance with statutes and regulations through the Office of the General Counsel, which provides legal advice.

The president has overall responsibility for ensuring that policies are implemented and delegates to others the responsibility for compliance appropriate to their areas, as discussed in IV.B.2.

The president controls budget and expenditures in a variety of ways and regularly reviews the budget with senior staff and the management team. Information about the budget is shared widely in a variety of meetings such as the Academic Senate, the Pierce College Council (PCC) and the PCC Executive Committee. The Vice President of Administrative Services reviews the budget and expenditures with the BC, and a Budget Committee report is shared at every meeting of the PCC ([IVB3-41](#)). The BC, through the resource allocation process, prioritizes budget requests listed on each department or unit's comprehensive program review with annual updates. The president reviews the resource prioritization list voted on by the BC and approves allocations based on careful consideration of the college's mission and available resources.

Analysis and Evaluation

Board Policy as well as the president's job description illustrate the president's role in assuring implementation of statutes, regulations, and governing board policies. The president's delegation of authority and participation in the shared governance process reflect the president's commitment to assuring that institutional practices are consistent with the college mission.

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| 6. The CEO works and communicates effectively with the communities served by the institution. |
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Evidence of Meeting the Standard

The president works and communicates effectively with various communities served by the institution. For example, the president has a monthly Los Angeles Pierce College (LAPC) column in the Woodland Hills Homeowners Association, and the President's Office also issues

press releases for publishing in newspapers as well as television, radio, and other outlets ([IVB6-01](#), [IVB6-02](#), [IVB6-03](#)).

Working, as well as communicating, with the local community highlights the presidents' commitment to the mission of engaging and collaborating. The president meets with various community groups, such as the Valley Economic Alliance, the Rotary Club, and the Valley Industry and Commerce Association ([IVB6-04](#), [IVB6-05](#), [IVB6-06](#)). The president also supports the community by offering the College campus as a voting center, vaccination site, and evacuation center ([IVB6-07](#), [IVB6-08](#), [IVB6-09](#)).

To oversee the bond construction program, the president maintains a College Citizens' Committee (CCC) of nine community members who meet nine to ten months of the year to review bond expenditures and the construction schedule ([IVB6-10](#)). College Citizens' Committee members are given on-site tours of construction projects upon request and when feasible, and they are also regularly shown photos and videos of projects in progress ([IVB6-11](#)).

The president communicates effectively with the College community through various platforms. As discussed IV.B.1 and IV.B.3, the College has experienced four presidents in five years, and each president has utilized different communicative styles. The presidents have shared imperative institutional information through First Monday Reports, The Pierce Insider, the Brahma Beat, emails, and reports to the Academic Senate and Pierce College Council ([IVB6-12](#); [IVB6-13](#); [IVB3-01](#); [IVB3-46](#); [IVB3-04](#); [IVB6-01](#)).

Analysis and Evaluation

The president, regardless of leadership style, effectively works and communicates with all communities served by the College. Newsletters and emails, as well as written reports and verbal reports, illustrate the president's commitment to the College's mission: to engage, to enrich, and to empower.

Conclusions on Standard IV.B. CEO

Even with leadership turnover, the College president strives to fulfil the College mission by ensuring institutional quality. The Los Angeles Pierce College president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, and the president is responsible for ensuring the institution follow all statutes, regulations, board policies, and accreditation standards. The president delegates authority to the appropriate individuals consistent with their responsibilities, and the president communicates decisions and important information to the broad campus community through the participatory governance structure as well as through global newsletters, townhalls, and emails.

Evidence List

[IVB1-01](#) AP 2431

[IVB1-02](#) President's Job Description

[IVB1-03](#) PCC Minutes 5-2020

[IVB1-04](#) PCC Agenda 11-2020
[IVB1-05](#) Senate Minutes 9-14-2020
[IVB1-06](#) Senate Agenda 5-10-2021
[IVB1-07](#) Budget Committee (BC) Minutes 10-6-2020
[IVB1-08](#) Senate Minutes 2-28-2022
[IVB1-09](#) Senate Minutes 3-14-2022
[IVB1-10](#) Acting Dean IE-Job Description
[IVB1-11](#) VPSS-Job Description
[IVB1-12](#) Integrated Planning Calendar
[IVB1-13](#) Senate Notice Motion Proposal-Racism
[IVB1-14](#) President's Response-NMP-Racism
[IVB1-15](#) Accreditation Newsletter 2-2021
[IVB1-16](#) PCC Minutes 9-24-2020
[IVB1-17](#) Senate Minutes 9-28-2020
[IVB1-18](#) Opening Day-Presentation 2019
[IVB1-19](#) Opening Day Remarks 2020
[IVB1-20](#) Opening Day Remarks 2019
[IVB1-21](#) Opening Day-Presentation 2021

[IVB2-01](#) President's Org Chart
[IVB2-02](#) Student Services Org Chart
[IVB2-03](#) Academic Affairs Org Chart
[IVB2-04](#) Administrative Services Org Chart
[IVB2-05](#) Senior Staff Meetings
[IVB2-06](#) Management Meetings
[IVB2-07](#) Management Agenda
[IVB2-08](#) Senior Staff Agenda

[IVB3-01](#) Brahma Beat 2021
[IVB3-02](#) PCC Minutes 4-23-2020
[IVB3-03](#) PCC Minutes 10-25-2018
[IVB3-04](#) PCC Minutes 8-20-2020
[IVB3-05](#) Round Up 9-2019
[IVB3-06](#) Round Up 9-2021
[IVB3-07](#) Round Up 11-2018
[IVB3-08](#) President's Email-COVID
[IVB3-09](#) President's Email-Campus Update
[IVB3-10](#) Mission Flyer
[IVB3-11](#) SMP Townhall-Agenda
[IVB3-12](#) PCC-Charter
[IVB3-13](#) Brahma Beat-Mission
[IVB3-14](#) Mission-Governance-Survey
[IVB3-15](#) PCC Minutes 6-24-2021
[IVB3-16](#) Plan for Enrollment Management (PEM) 2018-2022
[IVB3-17](#) Educational Master Plan (EMP) 2018-2022
[IVB3-18](#) Enrollment Management Committee (EMC)-Charter

[IVB3-19](#) Educational Planning Committee (EPC)-Charter
[IVB3-20](#) Senate Minutes 5-9-2022
[IVB3-21](#) PCC Agenda 5-2022
[IVB3-22](#) PCC Minutes 6-24-2021
[IVB3-23](#) EPC Minutes 5-2022
[IVB3-24](#) EPC Agenda 5-4-2022
[IVB3-25](#) PCC Minutes 6-27-2019
[IVB3-26](#) Institution Set Standards 2022
[IVB3-27](#) Institution Set Standards 2019
[IVB3-28](#) Strategic Master Plan (SMP) Progress Report 12-2019
[IVB3-29](#) PCC Minutes 12-12-2019
[IVB3-30](#) CPR-Performing Arts-2020
[IVB3-31](#) Annual Report 2021
[IVB3-32](#) SMP 2022-2026
[IVB3-33](#) LACCD-Classified Jobs
[IVB3-34](#) VPAA-Job Posting
[IVB3-35](#) EPC Minutes 12-14-2019
[IVB3-36](#) CPR-ASL-2020
[IVB3-37](#) CPR-CAOT-2020
[IVB3-38](#) CPR-Library-2020
[IVB3-39](#) Resource Priority List
[IVB3-40](#) BC Minutes 5-2021
[IVB3-41](#) PCC Minutes 5-2021
[IVB3-42](#) PCC Minutes 9-24-2020
[IVB3-43](#) Senate Minutes 9-14-2020
[IVB3-44](#) SMP Townhall-Invite
[IVB3-45](#) SMP-Presentation 10-2021
[IVB3-46](#) SMP-Retreat-Invite
[IVB3-47](#) SMP-Presentation 5-2021

[IVB4-01](#) Brahma Beat-Accreditation
[IVB4-02](#) Accreditation Newsletter 1-2021
[IVB4-03](#) Senate Minutes 9-28-2020
[IVB4-04](#) President Consultation-Accreditation
[IVB4-05](#) Opening Day-Accreditation 101
[IVB4-06](#) President's Calendar-DAC
[IVB4-07](#) ASC-Charter

[IVB6-01](#) WHHO-Newsletter 2019
[IVB6-02](#) News Release
[IVB6-03](#) WHHO-Newsletter Topics
[IVB6-04](#) Economic Alliance
[IVB6-05](#) Rotary Club
[IVB6-06](#) VICA
[IVB6-07](#) Vaccination Site Visit
[IVB6-08](#) Voting Centers

[IVB6-09](#) PCC Minutes 10-2019
[IVB6-10](#) CCC-Meeting Schedule
[IVB6-11](#) CCC Minutes
[IVB6-12](#) First Monday Report 2018
[IVB6-13](#) Insider Issues 2018

C. Governing Board

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

Evidence of Meeting the Standard

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

The Board assures its role through actions taken in regular occurring monthly meetings ([DIVC1-04](#); [DIVC1-05](#)) and through an established committee structure defined in Board Policy 2220 ([DIVC1-06](#)). 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](#); [DIVC1-08](#); [DIVC1-09](#); [DIVC1-10](#)). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability ([DIVC1-11](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board is committed to an ethical code ([DIVC2-01](#)), 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](#); [DIVC2-03](#); [DIVC2-04](#); [DIVC2-05](#)). 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](#)). ACCJC training was provided during a public session to meet this goal ([DIVC2-06](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 ([DIVC3-01](#)). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 ([DIVC3-02](#)). 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](#)). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal ([DIVC3-03](#); [DIVC3-04](#)). The current Chancellor has been in office since 2014.

AP 7120 defines the selection process for College Presidents ([DIVC3-05](#)). 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](#)). All contract renewals are based on annual evaluations with final approval by the Board ([DIVC3-07](#)).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 ([DIVC3-08](#)). Annual evaluations ([DIVC3-09](#)) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument ([DIVC3-10](#)). 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](#)). Contributor groups include faculty, staff, and administrative representatives.

AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an

incumbent for the period necessary to conduct a selection process for the permanent role. The current College President has been in place since June 24, 2021 ([PIVC3-01](#), [PIVC3-02](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole ([DIVC4-01](#)). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality ([DIVC4-02](#); [DIVC4-03](#)).

BP 2200 ([DIVC1-02](#)) 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](#)) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 ([DIVC2-01](#)) 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](#); [DIVC1-05](#)). In addition, members of the public may request an item on the agenda for Board consideration ([DIVC4-06](#)).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 ([DIVC4-04](#)). 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](#)). 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](#); [DIVC4-08](#); [DIVC4-09](#)).

Analysis and Evaluation

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds meetings and subcommittee meetings monthly that allow for public participation and dialog on District issues. Transparency

and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

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

Evidence of Meeting the Standard

The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, institutional performance, and educational quality ([DIVC1-02](#)). 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](#)). 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, |

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|--|---|
| | 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](#)). The Board establishes the District Mission ([DIVC5-02](#)), 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](#)), College Mission statements ([DIVC5-04](#); [DIVC5-05](#)) and College Educational Master Plans ([DIVC5-06](#)) 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 also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis ([DIVC5-08](#)). Budget and Finance Committee regularly reviews the District’s long-term and short-term fiscal standing ([DIVC5-09](#)). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability ([DIVC4-07](#); [DIVC4-08](#); [DIVC4-09](#); [DIVC1-11](#)). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

| Area of Policy | Board Policy |
|-----------------------------------|--|
| Board Size | BP 2010 Board Membership (DIVC1-01) BP 2015 Student Trustee (DIVC4-02) |
| Board Duties and Responsibilities | BP 2200 Board Duties and Responsibilities (DIVC1-02) BP 2410 Board Policies and Administrative Procedures (DIVC1-03) |
| Board Structure | BP 2210 Officers (DIVC6-01) BP 2220 Committees of the Board (DIVC1-06) |
| Board Operating Procedures | BP 2305 Annual Organizational Meeting (DIVC6-02) BP 2310 Regular Meetings of the Board (DIVC4-05) BP 2315 Closed Sessions (DIVC6-03) BP 2330 Quorum and Voting (DIVC6-04) BP 2340 Agendas (DIVC4-06) BP 2355 Decorum (DIVC6-05) BP 2430 Delegation of Authority to the Chancellor (DIVC6-06) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-07) BP 2716 Board Political Activity (DIVC6-08) BP 2720 Communications Among Board Members (DIVC6-09) BP 2745 Board Self-Evaluation (DIVC6-10) |

The Board Policies are housed publicly on BoardDocs ([DIVC6-11](#)), which is accessible from the District home page ([DIVC6-12](#)).

Analysis and Evaluation

The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval ([DIVC6-13](#)).

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](#)) and established subcommittees meet regularly in accordance with policy ([DIVC7-02](#)). 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](#); [DIVC4-08](#); [DIVC4-09](#)).

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](#)). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board ([DIVC7-04](#); [DIVC7-05](#)). The Board approved the newly reformatted chapters and rescinded legacy policies ([DIVC7-06](#)). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies ([DIVC6-13](#)).

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](#); [DIVC7-09](#)). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes ([DIVC1-03](#)). 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](#)). All Policies are reviewed for effectiveness and brought to Board for review through noticing ([DIVC7-10](#)) and approval of the Board, and for more detailed review at the subcommittee level as needed ([DIVC7-11](#)). The Board is informed in their decision-making by a system of consultation ([DIVC7-12](#); [DIVC7-09](#)) 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](#); [DIVC7-14](#)).

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](#)). The IESS has regular reviews of progress made on the District Strategic Plans ([DIVC8-01](#); [DIVC8-02](#)). In addition, the committee regularly works with staff to review success issues of important ([DIVC8-03](#), [DIVC8-04](#)).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets ([DIVC8-05](#)). The Board also uses the Committee of the Whole to investigate important student success subjects ([DIVC8-03](#); [DIVC8-06](#)). 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](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years ([DIVC4-01](#)). 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](#)), that includes a review of the roles and responsibilities of Trustees ([DIVC4-07](#); [DIVC4-08](#); [DIVC4-09](#)).

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](#); [DIVC9-03](#)). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students ([DIVC9-04](#)). 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](#); [DIVC9-06](#)). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues ([DIVC9-07](#); [DIVC9-08](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals ([DIVC6-10](#)). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process ([DIVC4-08](#)). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process ([DIVC10-01](#); [DIVC10-02](#)). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability ([DIVC4-07](#); [DIVC4-09](#); [DIVC1-11](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office ([DIVC4-04](#)). 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](#)). The Board members annually submit these disclosures ([DIVC11-01](#)). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest ([DIVC2-01](#)). 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](#)). 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](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([DIVC6-06](#)). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies ([DIVC1-03](#)). 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](#)). 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](#)).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process ([DIVC1-11](#)). 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](#)). 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](#)), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The Board is provided with information on the role of the Board in their initial orientation ([DIVC2-02](#); [DIVC2-03](#); [DIVC2-04](#); [DIVC2-05](#)). In addition, the Board has established Board education on accreditation as one of its Board Goals ([DIVC1-11](#)). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role ([DIVC2-06](#); [DIVC13-01](#)).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics ([DIVC1-06](#)). The IEES 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](#)). The Board as a whole is presented with and approves all accreditation reports ([DIVC13-03](#)).

Analysis and Evaluation

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

Conclusions on Standard IV.C. Governing Board

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

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

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

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

Evidence List

- [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

[PIVC3-01](#) Chancellor-LAPC President

[PIVC3-02](#) BOTMinutes6-2021

[DIVC4-01](#) BP 2100

[DIVC4-02](#) BP 2015

[DIVC4-03](#) Student Trustee Resolution

[DIVC4-04](#) BP 2710

[DIVC4-05](#) BP 2310

[DIVC4-06](#) BP 2340

[DIVC4-07](#) Board of Trustees Special Meeting January 22, 2022

[DIVC4-08](#) Board of Trustees Self-Assessment January 22, 2022

[DIVC4-09](#) Association Community College Trustees Presentation

[DIVC5-01](#) IESS Policy Rev

[DIVC5-02](#) BP 1200

[DIVC5-03](#) Board of Trustees DSP January 10, 2018, pg. 99

[DIVC5-04](#) IESS Agenda January 19, 2022

[DIVC5-05](#) Board of Trustees LAMC February 2, 2022

[DIVC5-06](#) Board of Trustees EMP November 4, 2020

[DIVC5-07](#) IESS SEMP August 19, 2020

[DIVC5-08](#) IESS Agenda March 16, 2022

[DIVC5-09](#) Budget and Finance Committee May 19, 2021

[DIVC6-01](#) BP 2210

[DIVC6-02](#) BP 2305

[DIVC6-03](#) BP 2315

[DIVC6-04](#) BP 2330

[DIVC6-05](#) BP 2355

[DIVC6-06](#) BP 2430

[DIVC6-07](#) BP 2610

[DIVC6-08](#) BP 2716

[DIVC6-09](#) BP 2720

[DIVC6-10](#) BP 2745

[DIVC6-11](#) BPs on Board Docs

[DIVC6-12](#) LACCD Website Home

[DIVC6-13](#) Board of Trustees Appr Ch 2 Policies

[DIVC7-01](#) Board of Trustees Mtg Sched BDocs

[DIVC7-02](#) Subcommittee Meeting Postings

[DIVC7-03](#) BP AP Matrix

[DIVC7-04](#) DAS Ch5 Approval
[DIVC7-05](#) SAC Ch5 Approval
[DIVC7-06](#) Board of Trustees Ch. 4 Approval
[DIVC7-07](#) BP 2410
[DIVC7-08](#) Gov Handbook
[DIVC7-09](#) AP 2510
[DIVC7-10](#) Board of Trustees Noticing
[DIVC7-11](#) IESS Ch 4 Review
[DIVC7-12](#) BP 2510
[DIVC7-13](#) BP 2900
[DIVC7-14](#) AP 4100

[DIVC8-01](#) IESS Student Outcomes May 19, 2021
[DIVC8-02](#) IESS Award Trends
[DIVC8-03](#) AB705 English
[DIVC8-04](#) IESS Equity Plans
[DIVC8-05](#) Board of Trustees Rev Local Goals
[DIVC8-06](#) Committee of the Whole AAOI

[DIVC9-01](#) BP 2740
[DIVC9-02](#) Board of Trustees PD April 3, 2019
[DIVC9-03](#) Board of Trustees PD January 8, 2020
[DIVC9-04](#) ACCT 2019
[DIVC9-05](#) Board of Trustees PD October 2, 2019
[DIVC9-06](#) Board of Trustees PD December 4, 2019
[DIVC9-07](#) Committee of the Whole AB705 April 24, 2019
[DIVC9-08](#) Committee of the Whole Bud Enroll June 3, 2020

[DIVC10-01](#) Board of Trustees Special Meeting January 20, 2021
[DIVC10-02](#) Board of Trustees Special Meeting February 6, 2021

[DIVC11-01](#) Form 700
[DIVC11-02](#) BP 6410

[DIVC12-01](#) Chancellor's Report, pg. 16

[DIVC13-01](#) Board of Trustees ACCJC Train May 16, 2021
[DIVC13-02](#) IESS Midterm January 22, 2020
[DIVC13-03](#) Board of Trustees ACCJC February 5, 2020

D. Multi-College Districts or Systems

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

Evidence of Meeting the Standard

The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan ([DIVD1-01](#)) and through the establishment of a clear vision for District success and equity ([DIVD1-02](#)). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness ([DIVD1-03](#)).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor ([DIVD1-04](#)). 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](#)). 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](#)).

The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC AKA District Office). This group is also known as the Chancellor's Cabinet.

Analysis and Evaluation

The District has a thoroughly defined system of responsibility that delineates the functions of the District administration and the College administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the Colleges and the ESC to his Cabinet.

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

Evidence of Meeting the Standard

The ESC provides centralized support to all Colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices ([DIVD2-01](#)).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle ([DIVD2-02](#); [DIVD2-03](#)). 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](#); [DIVD2-05](#)).

Analysis and Evaluation

The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

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

Evidence of Meeting the Standard

The District has a process for allocating sufficient resources to the Colleges. The Budget Allocation Model was developed and approved through District Governance ([DIVD3-01](#); [DIVD3-02](#)) 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](#)). 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](#)) that takes into consideration the needs of the colleges, cost controls, and accountability ([DIVD3-05](#)).

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](#)).

Analysis and Evaluation

The District has an approved allocation model that focuses on providing resources to Colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the district reviews and controls expenditures district-wide.

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](#)).

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](#)).

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](#)). 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](#); [DIVD4-04](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The District has a detailed process for planning and evaluation at the district level. These processes guided by the District Mission and Strategic Plan (DSP) ([DIVD5-01](#)). 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](#)). 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](#)).

The District Strategic Plan was approved by the Board in January 2018 ([DIVD5-04](#)) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to the College core values and planning cycles. Insert relevant college information. The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee ([DIVD5-05](#)) and approved by the Board as a whole ([DIVD5-06](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The District has six 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](#); [DIVD6-02](#)). 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](#); [DIVD6-04](#); [DIVD6-05](#)). 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](#)); Chief Instructional Officers Council ([DIVD6-07](#)); Chief Student Services Officer Council ([DIVD6-08](#)); District Administrative Council ([DIVD6-09](#)); District Adult Education Deans Committee ([DIVD6-10](#)); District Career Education Deans Committee ([DIVD6-11](#)); Financial Aid Committee ([DIVD6-12](#)).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions ([DIVD6-13](#); [DIVD6-14](#)). These meetings allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in order to ensure that information flows from the District to the colleges, as well as provide input from the colleges to the District on important issues. The representatives of these groups report back to the colleges.

The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents ([DIVD6-15](#)). 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](#)).

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 (Presidents' Council Agenda February 7, 2020 ([DIVD6-17](#))). 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](#)). 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](#)).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook ([DIVD7-01](#)). 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](#)) 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](#)). 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](#)). 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](#); [DIVD7-05](#)). 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](#)). The survey seeks input common across all units that include the following questions:

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

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

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services ([DIVD7-07](#)). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges ([DIVD7-08](#)). 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](#)). The District also contracted an external evaluation of Human Resources ([DIVD7-10](#)). 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](#)). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles Region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each College. The District governance, operations and planning must balance these unique needs with the broader commitment of the District to all that it serves.

The District has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the District and sole employee of the Board of Trustees. Through Board Policy he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the College Presidents and developed district-level operations to support the Colleges within a consistent framework and structure. The delineation of duties between the District and colleges is defined in the Board Policies, Administrative Procedures, and in the District Governance Handbook.

The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of District- and College-level work is exemplified in institutional planning. The District has a defined process for the development of its strategic plan, which includes all Colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all Colleges. While each College develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness.

Evidence List

- [DIVD1-01](#) 2018-2023 LACCD District Strategic Plan
- [DIVD1-02](#) LACCD Framework for Racial Equity and Social Justice 2020
- [DIVD1-03](#) LACCD Board Goals 2020 Revised
- [DIVD1-04](#) BP 2430 Delegation of Authority to the Chancellor
- [DIVD1-05](#) BP 6100 Delegation of Authority, Business and Fiscal Affairs
- [DIVD1-06](#) BP 7110 Delegation of Authority, Human Resources

- [DIVD2-01](#) DPC Handbook 2021
- [DIVD2-02](#) Accreditation Committee Agenda 8-21-2020
- [DIVD2-03](#) Accreditation Matrix
- [DIVD2-04](#) District Level Governance and Decision-Making Assessment Spring 2021
- [DIVD2-05](#) Spring 2021 District Level Governance Survey Results

- [DIVD3-01](#) Agenda 04-23-19 ECDBC
- [DIVD3-02](#) DBC Minutes May 15 2019
- [DIVD3-03](#) District Budget Committee Minutes June 9, 2021
- [DIVD3-04](#) Debt Model
- [DIVD3-05](#) Accountability Model
- [DIVD3-06](#) Audit Report 2020

- [DIVD4-01](#) President Job Description
- [DIVD4-02](#) FORM HR E-210A LACCD College Presidents Self-Assessment Evaluation Instrument
- [DIVD4-03](#) FORM HR E-210B LACCD Data Collection College President Evaluations
- [DIVD4-04](#) FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor

- [DIVD5-01](#) 2018-2023 LACCD District Strategic Plan

[DIVD5-02](#) 2017 DPC Minutes Approve Evaluation of DSP
[DIVD5-03](#) DPC Recommendations Form 2017 Evaluation of DSP
[DIVD5-04](#) BOT Agenda 011018
[DIVD5-05](#) IESS Planning Example
[DIVD5-06](#) Board Agenda College Plan Example

[DIVD6-01](#) IESS March 2019 Agenda
[DIVD6-02](#) Board Agenda April 2019
[DIVD6-03](#) Board Docs Committees
[DIVD6-04](#) Sample Board Docs Posting
[DIVD6-05](#) District Academic Senate Agenda
[DIVD6-06](#) A&R Agenda June 22 2021
[DIVD6-07](#) LACCD CIO Council Agenda April 7, 2021
[DIVD6-08](#) CSSO Council Agenda May 4, 2021
[DIVD6-09](#) DAC Draft Agenda June 25, 2021
[DIVD6-10](#) Dist. AE Deans Meeting March 19, 2021
[DIVD6-11](#) CED Deans January 2022 Meeting Agenda
[DIVD6-12](#) FAC Agenda May 6, 2021
[DIVD6-13](#) DAS Exec Consultation Agenda June 11, 2021
[DIVD6-14](#) AFT Faculty Union Consultation June 14, 2021
[DIVD6-15](#) Cabinet Agenda March 11, 2020
[DIVD6-16](#) Presidents' Council Agenda February 7, 2020
[DIVD6-17](#) Spring 2021 District Level Governance Survey Results
[DIVD6-18](#) June 2021 Chancellor's Monthly Report
[DIVD6-19](#) EPIE Governance Newsletter

[DIVD7-01](#) District Governance Handbook
[DIVD7-02](#) LACCD District-Level Governance and Decision-Making Assessment 2010, 2012, 2014, 2018 Comparison
[DIVD7-03](#) DPC Spring 2021 Survey Results Discussion
[DIVD7-04](#) DBC Self-Evaluation
[DIVD7-05](#) DPC Self-Evaluation Survey Results 2022
[DIVD7-06](#) ESC Services Survey Results Overall 2020-21
[DIVD7-07](#) IT Evaluation Approval
[DIVD7-08](#) IT Evaluation Summary
[DIVD7-09](#) LACCD OIT Service Model
[DIVD7-10](#) HR Evaluation contract approval
[DIVD7-11](#) HR Updates 2019

Plans Arising out of the Self-Evaluation Process

| Standard | Change, Improvement, and Innovation | College Lead(s) and Venues | Timeline | Outcome and Status |
|----------|---|--|-----------------------|---|
| I.B.5 | Develop a Program Review validation process and strengthen the Program Review and SMP alignment. | Senior staff and Participatory Governance Committees | Fall 2022-Spring 2023 | Program Review validation process. Program Review/SMP alignment and outcomes assessment. |
| I.B.6 | Update SLO assessment tools and evaluations of assessments. Evaluate alignment and assessment of SLOs, PLOs, and ILOs. Evaluate the assessment of course reports and program learning outcomes. | Participatory Governance Committees | Fall 2022 -Ongoing | Complete evaluation of outcomes assessment strategies. |
| I.B.9 | Evaluate resource allocation process. Integrate the planning and resource allocation processes. Better integrate learning outcomes assessments into integrated planning. | Senior staff and participatory governance committees | Fall 2022 | Identify and implement identified improvements to the resource allocation process. Transparent and timely communication. |
| III.A.5 | Complete evaluations for all employees | Senior staff, Management Teams, and District HR | Fall 2022-Spring 2023 | Higher percentage of completed evaluations |

H. Quality Focus Essay

Introduction of ACTION Project: “Student Access, Equity, and Success”

At its onset, enrollment management was solely linked with access to education. The term enrollment management was first used in the mid-1970s by university admissions officers facing a problem: the need to maintain the number of students in the face of declining numbers of high school graduates (Bontrager & Hossler, 2015). Over the last five decades, the scope of enrollment management has greatly expanded from a narrow focus on the fiscal impact of the number of students enrolling to a broad emphasis on the entire student experience from first contact to graduation and job placement. Accordingly, enrollment management is the process used by a college to realize the ideal student recruitment, success, retention, and graduation rates, which are determined within the context of each institution (Dolence, 1993).

Successful enrollment management addresses student needs holistically and requires the efforts of personnel campuswide (Bontrager & Hossler, 2015; Dolence, 1993). Community colleges implement enrollment management strategies, which may include the use of data, success and retention strategies, equity practices, course scheduling practices, modifications to academic programs, and marketing and outreach techniques, among others. Without the engagement of the entire campus community, efforts to respond to an ever-evolving external landscape to best serve students will be hampered.

At Los Angeles Pierce College, enrollment management is an issue of student access, equity, and success. From Fall 2017 to Fall 2021, student headcount decreased at LAPC from 20,947 to 17,174, an 18% decline. In Fall 2021, 44.1% of LAPC’s students were Hispanic and 4.36% were African-American. So, as enrollments decline, access to the benefits of higher education is being reduced for disproportionately impacted students. By increasing participation rates from the local community, LAPC will increase access for disproportionately impacted students.

The funding model for California community colleges creates a link between the number of students LAPC serves and the college’s fiscal ability to fulfil its mission and values for equity and success. Since the Student-Centered Funding Formula is based largely on enrollments, future revenue for the college may be significantly reduced if enrollments do not increase. This revenue is a main funding source for expenditures that lead to student equity and achievement, like full-time faculty hiring, hiring of classified staff to support academic programs and institutional effectiveness, professional development, antiracism initiatives, embedded tutoring, etc. By increasing access, LAPC will increase participation rates for students from disproportionately impacted groups and achieve the funding to implement strategies to best serve these students.

On June 5, 2020, the California Community College State Chancellor’s Office issued a call to action to dismantle systematic racism. Similarly, in July 2020, the Los Angeles Community College Chancellor urged the nine colleges in the District to root out racism. The LACCD Chancellor’s Office Cabinet wrote, “As an organization founded on educational excellence, opportunity and access, and dedicated to the principles of equity, justice and community, the Los Angeles Community College District (LACCD) must lead by example, and make structural and

permanent change to root out the ill effects of racism and bias from our classrooms and our workplace.”

In response to the call to eliminate racism, LAPC’s Academic Senate passed a resolution to end systematic racism. The College’s Diversity Committee also passed a diversity statement to include in all course syllabi. These efforts by the College faculty show the determination and passion of the members of the College to embrace change and proceed in the best interest of the students.

LAPC’s institution-set standards indicate goals for overall student course completion, set at 67%, and overall student course retention, set at 82%. Unfortunately, many of the disproportionately impacted student groups are not meeting the institution-set standards. For example, in fall 2021 Black students completed math and English courses at a 58% success rate, and the retention rate for Black students in math and English courses was 78%. The fall 2021 Office of Institutional Effectiveness data shows that minority students are persisting from one semester to the next at approximately at a 37% rate, and 62% of women are completing associate degrees while only 39% of men are completing associate degrees. To address these gaps, the College endeavors to create a welcoming learning environment for all students by providing students with more equity-minded curriculum and opportunities on campus.

The College has been engaged in two planning processes that align closely with this action project, the Plan for Enrollment and the Strategic Master Plan. Using these two guiding documents, the College intends to focus on enrollment management activities as well as equity-minded advancements to improve student success and achievement. The activities are organized in four categories: Equity Advancement; Outreach, Marketing, and Student Communications; Onboarding; Caring, Student-Ready Campus; and Strategic Growth.

Project Descriptions, Anticipated Impact, and Measurable Outcomes

Equity Advancements: create a welcoming environment that supports students’ needs

Students who feel a sense of belonging perform better; therefore, the College plans to engage in the activities below to help students feel welcome and safe. The activities below should lead to the following measurable outcomes:

1. Increases in course success and retention of equity populations
2. Increase in completion of equity populations
3. Equity population students will report feeling a sense of belonging at the College

| Activity | Responsible Party | Resources Needed | Timeline for Completion |
|--------------------------|--------------------------|-------------------------|--------------------------------|
| Develop a Welcome Center | VPSS | Facility and staff | Fall 2022-Spring 2025 |

| | | | |
|--|--|---|--|
| Explore student-centered and community building spaces | 1.ASO 2. Student Services Department | Facilities | Fall 2022-2025 |
| Install Culturally Affirming Art on Campus | 1. Public Relations Manager 2. Media Arts 3. Art Gallery | Art and Building Space | Fall 2022-Spring 2025 |
| Establish a “Social Justice Hour” | 1. Center for Professional Excellence 2. Faculty Professional Development Committee 3. Associated Students Organization and Office of Student Engagement | Funding for Speakers | Fall 2022-Spring 2025 |
| Institutionalize a “Campus Climate Survey” | 1. Office of Institutional Effectiveness 2. Diversity Committee | | Fall 2022-Spring 2025 Fall 2022-Spring 2025 |
| Institutionalize Multi-Cultural Day/Week | 1. Diversity Committee 2. Center for Professional Excellence 3. Faculty Professional Development Committee | Funding for events and speakers | Fall 2022-Spring 2025 |
| Develop Equity minded Professional Development; for example, 1. Building OER 2. Promoting Culturally Responsive Teaching | 1. Center for Professional Excellence 2. Faculty Professional Development Committee | Funding for special Professional Development Activities | Fall 2022-Spring 2025 |

| | | | |
|--|---|--|---------------------------|
| Develop Equity minded curriculum | 1. Curriculum Committee 2. Articulation Officer 3. Discipline Faculty | | Fall 2022- Spring 2025 |
| Explore Adelante or Adelante-like programs | 1. Academic Affairs Division 2. Student Services Division | | |

Outreach, Marketing, and Student Communications: improve enrollment and student success

To improve student enrollment and success, LAPC intends to conduct key activities in the areas of Outreach, Marketing, and Student Communications. These activities were identified through participatory planning processes. The activities in Outreach and Marketing should yield increases in the numbers of students served by the College. There is an activity in both Outreach and Marketing that targets disproportionately impacted students, so the College expects an increase in participation among these groups. Activities in Student Communications are designed to increase success, retention, and completion. These activities should lead to the following measurable outcomes:

1. Increase in student headcount
2. Increase in student enrollment
3. Increase in the proportion of disproportionately impacted students
4. Increases in course success and retention
5. Increase in completion

| Activity | Responsible Party | Resources Needed | Timeline for Completion |
|---|--------------------------|-------------------------|--------------------------------|
| Increase and improve high school outreach efforts to increase enrollment demand | Outreach Coordinator | | Fall 2023; ongoing |
| Optimize outreach efforts including special populations to increase enrollment demand and to close opportunity gaps | Outreach Coordinator | | Fall 2023; ongoing |
| Maintain a calendar of outreach events | Outreach Coordinator | | Spring 2022 |
| Develop a comprehensive marketing plan | Public Relations Manager | | Spring 2022 |

| | | | |
|--|--------------------------|--|-------------|
| Increase use of social media as a marketing tool | Public Relations Manager | | Spring 2022 |
| Align the college marketing plan with desired college outcomes for recruitment of identified populations with disproportionate impact on access. | Public Relations Manager | | Spring 2022 |
| Develop a communication plan to ensure students file for certificates and degrees | VPSS | | Spring 2023 |
| Ensure students are aware of their enrollment barriers and how to resolve them | VPSS | | Ongoing |
| Evaluate and maintain the student milestone Communication Plan annually | | | Ongoing |
| Continue to improve the 2-year scheduling plan | VPAA | | Ongoing |
| Maintain currency of the Program Mapper | VPAA | | Ongoing |

Onboarding: Provide a user-friendly student onboarding experience

In 20xx, the Enrollment Management Committee created an Enrollment Barriers Taskforce. The taskforce studied the student onboarding experience and identified various concerns in the process. This component of the action project builds upon that work and creates a framework to develop and implement improvements to the onboarding process. The onboarding process is included in both the SMP and the PEM as an area for the college to focus and improve. These activities should lead to the following measurable outcomes:

1. Increase the number and percentage of students who make it through the onboarding process
2. Students will report satisfaction with the onboarding process

| Activity | Responsible Party | Resources Needed | Timeline for Completion |
|--|--------------------------|-------------------------|--------------------------------|
| Create a nimble taskforce that can create a SWOT analysis (or similar analysis) of the LA Pierce student onboarding process and provide recommendations for improvement to the College and District. | VPSS | Employee time | Fall 2022-Spring 2023 |

| | | | |
|---|------|--|-----------------------------|
| Implement college-level improvements. | VPSS | 1. Employee time 2. Financial resources TBD | Spring 2023- Spring 2024 |
| Re-evaluate and enhance current onboarding activities, such as Summer Bridge, #PS, GO Days. | VPSS | Employee time | Fall 2022- Spring 2023 |
| Establish a regular review of applicant-to-admit-to-enrollee data | VPSS | Employee time | Fall 2022; ongoing |

The LAPC Enrollment Management Committee has outlined a comprehensive plan for enrollment improvement. The Plan for Enrollment Management (PEM) focuses on recruitment, onboarding, persistence, and completion, and a new detailed plan was implemented at the end of the spring 2022 semester. The 2022–2026 Los Angeles Pierce College Strategic Master Plan (SMP) development process began in August of 2020. The nearly two-year participative process that included much collaboration, discussion, and data resulted in the final SMP, which is organized around four themes: Student Success and Access, Internal and External Community Relations, Racial Equity and Social Justice, and Financial Stewardship and Organizational Stability.

Caring, student-ready campus: embody a caring, student-ready campus

Caring for students, each other, and community is an essential value at Pierce. Acts of caring are expressed in individual experiences with college employees. The experience that a student has with a particular office or individual can impact their desire to continue at an institution or even with their education. Pierce will complete the activities below to ensure that we are a caring, student-ready campus. These activities should lead to the following measurable outcomes:

1. Increases in persistence and completion
2. Students will report satisfaction with their interactions with departments across campus
3. External stakeholders will report satisfaction with their interactions with the campus

| Activity | Responsible Party | Resources Needed | Timeline for Completion |
|--|--------------------------|-------------------------------------|--------------------------------|
| Provide professional development opportunities for new and existing faculty and staff so that we are a caring, student-ready campus. | PD Coordinator | Caring Campus Contract | Spring 2023 |
| Provide additional resources for employees regarding work-related stress. | PD Coordinator | Budget for PD activities and events | Spring 2023 |
| Create cross-informational employee guide. | VPAA, VPAS, VPSS | Employee time | Fall 2023 |

| | | | |
|---|------------------|---------------|-------------|
| Set clear expectations for timely responses and quality of experience based on the staffing/resources levels available. | VPAA, VPAS, VPSS | | Spring 2023 |
| Establish follow-up procedures with stakeholders to assure resolutions. | VPAA, VPAS, VPSS | Employee time | Spring 2023 |

Strategic Growth: increase offerings and/or participation in the key areas of the Promise Program, Dual Enrollment, and Enhanced Noncredit

The Promise Program, Dual Enrollment, and Enhanced Noncredit programs are all designed to help students achieve their educational goals and be successful. The Promise Program gets students started off right by enrolling them in English, Math, and Counseling courses and providing support services in their first year. Dual enrollment offerings support the transition from secondary to higher education, build confidence in high school students, and establish a connection to the campus. Enhanced noncredit programs prepare students for employment or to be successful in college-level credit coursework. These offerings are areas for strategic enrollment growth for LAPC. The activities below should lead to the following measurable outcomes:

1. Increases in persistence and completion
2. Increase in College Promise participation
3. Increase in Dual Enrollment section offerings
4. Increase in participation rates from area high schools
5. Increase in the number of non-traditional adult learners, including justice impacted students
6. Increase in the number of enhanced noncredit certificates awarded

| Activity | Responsible Party | Resources Needed | Timeline for Completion |
|--|-------------------------------------|---|--------------------------------|
| Increase participation and support of disproportionately impacted students in the College Promise program. | 1. Dean, College Promise 2. VPSS | 1. Employee time 2. Outreach and marketing collateral | Fall 2023; ongoing |
| Increase student awareness of College Promise program and associated student support services. | 1. Dean, College Promise 2. VPSS | 1. Outreach and marketing collateral 2. High school events | Fall 2023; ongoing |
| Increase and improve high school outreach efforts to increase enrollment demand. | 1. Dean, Outreach 2. VPSS | 1. Employee time 2. Ambassadors | Fall 2022; ongoing |

| | | | |
|---|-------------------------------------|--|-----------------------|
| Develop a comprehensive dual enrollment plan with specific growth targets. | 1. Dean, Dual Enrollment 2. VPAA | | Fall 2022 |
| Hire a faculty ISA Dual Enrollment Coordinator. | 1. Dean, Dual Enrollment 2. VPAA | | Spring 2022 |
| Develop a comprehensive plan for enhanced noncredit with specific growth targets. | 1. Dean, Adult Ed 2. VPAA | | Spring 2022 |
| Hire a noncredit faculty member. | 1. Dean, Adult Ed 2. VPAA | | Spring 2022 |
| Increase the number of enhanced noncredit courses and programs. | 1. Dean, Adult Ed 2. VPAA | | Fall 2022; ongoing |

Bontrager, B., & Hossler, D. (2015). *Handbook of strategic enrollment management* (1st ed.). San Francisco, CA: Jossey-Bass.

Dolence, M. G. (1993). *Strategic enrollment management: A primer for campus administrators*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

| LAPC Abbreviation/Acronym List | |
|---------------------------------------|--|
| APC | Academic Policy Committee |
| AP | Administrative Procedure |
| APP | Annual Program Plan |
| AR | Admissions and Records |
| ASC | Accreditation Steering Committee |
| ASO | Associated Student Organization |
| BC | Budget Committee |
| BOT | Board of Trustees |
| BP | Board Policy |
| BR | Board Rule |
| CAS | Center for Academic Success |
| CC | Curriculum Committee |
| COC | College Outcomes Committee |
| COR | Course Outline of Record |
| CPR | Comprehensive Program Review |
| DAS | District Academic Senate |
| DC | Departmental Council |
| DEITC | Distance Education and Instructional Technology Committee |
| EMC | Enrollment Management Committee |
| EMP | Educational Master Plan |
| EPC | Education Planning Committee |
| FAC | Facilities Advisory Committee |
| FMP | Facilities Master Plan |
| FPDC | Faculty Professional Development Committee |
| FPPC | Faculty Prioritization Committee |
| IGETC | Intersegmental General Education Transfer Curriculum |
| ILO | Institution Learning Outcome |
| ISS | Institution-Set Standards |
| NMP | Notice Motion Proposal |
| OIE | Office of Institutional Effectiveness |
| PACE | Program for Accelerated College Education |
| PAD | Pierce Assessment Day |
| PCC | Pierce College Council |
| PEC | Professional Ethics Committee |
| PEM | Plan for Enrollment Management |
| PLO | Program Learning Outcome |
| POCR | Peer Online Course Review |
| RPL | Resource Priority List |
| SCFF | Student Centered Funding Formula |
| SAO | Service Area Outcomes |
| SEAP | Student Equity Achievement Program |
| SEAPAC | Student Equity and Achievement Programs Advisory Committee |
| SLO (CSLO) | Student Learning Outcome |
| SMP | Strategic Master Plan |

| |
|---------------------------------------|
| SSC Student Success Committee |
| TC Technology Committee |
| TMP Technology Master Plan |
| VRC Vision Resource Center |
| WEC Work Environment Committee |

Evidence Master List

Introduction Evidence List

[Intro-01](#) Round Up-Awards
[Intro-02](#) PCC-Charter
[Intro-03](#) Senate Agenda-11-2021
[Intro-04](#) Encore-Catalog
[Intro-05](#) Encore-Website
[Intro-06](#) Soccer Fields-Schedule
[Intro-07](#) Play Performance
[Intro-08](#) Music Recital
[Intro-09](#) Performance-Workshop
[Intro-10](#) Sports Flash
[Intro-11](#) Motor 4 Toys
[Intro-12](#) End of Semester-Celebration
[Intro-13](#) Math-English-Catalog
[Intro-14](#) Stats Flyer
[Intro-15](#) Passport to English
[Intro-16](#) ESL-Changes
[Intro-17](#) ESL-Structure
[Intro-18](#) ESL-Course Summaries
[Intro-19](#) Brahma Pantry
[Intro-20](#) Umoja-Homepage
[Intro-21](#) PCC Minutes 5-2019
[Intro-22](#) SSC-Charter
[Intro-23](#) Online Student Services
[Intro-24](#) CAS-Homepage
[Intro-25](#) Brahma Beat 12-2021
[Intro-26](#) Dual Delivery Training
[Intro-27](#) CPR-Template
[Intro-28](#) Viability Review
[Intro-29](#) Program Mapper
[Intro-30](#) Summer Summit
[Intro-31](#) SMP 2022-2026
[Intro-32](#) CTE-Webpage

[Org-01](#) ASC Charter
[Org-02](#) ASC Agenda 8-28-2021
[Org-03](#) Accreditation Newsletter 1-2021

[Org-04](#) Accreditation Newsletter 4-2021
[Org-05](#) Opening Day Schedule
[Org-06](#) Senate Agenda 10-2021
[Org-07](#) PCC Agenda 11-2021
[Org-08](#) Accreditation 101 Opening Day
[Org-09](#) Brahma Beat 2020
[Org-10](#) VPAA-Email for Volunteers
[Org-11](#) Evidence Gathering Presentation
[Org-12](#) Writing ISER Presentation
[Org-13](#) ASC Minutes 9-2021
[Org-14](#) Townhall Presentation
[Org-15](#) PCC Agenda4 -21-2022
[Org-16](#) Senate Minutes 4-11-2022

[ER-01](#) LACCD Colleges
[ER-02](#) Accrediting Action Letter 1956
[ER-03](#) ACCJC Action Letter 2018
[ER-04](#) Schedule of Classes 2021
[ER-05](#) Catalog 2021-2022
[ER-06](#) BP 4100
[ER-07](#) AP 4100
[ER-08](#) Program Mapper
[ER-09](#) AP 2431
[ER-10](#) BOT Minutes 6-2021
[ER-11](#) Board Rule 2200
[ER-12](#) AP 2710
[ER-13](#) LACCD Financial Audit Reports
[ER-14](#) LAPC Default Rate

[C-01](#) Accreditation Announcements
[C-02](#) Institution Set Standards 2022
[C-03](#) EPC Agenda 5-2022
[C-04](#) Senate PCC Agendas
[C-05](#) CPR-Template
[C-06](#) EMP Scorecard-EPC
[C-07](#) PCC Minutes 9-24-2020
[C-08](#) ACCJC Report 2021
[C-09](#) Annual Reports-Website
[C-10](#) Institution Set Standards 2019
[C-11](#) PCC Agenda 5-2022

[C-12](#) SMP 2017-2021
[C-13](#) SMP 2022-2026
[C-14](#) Title5 Section 55063
[C-15](#) BP 4100
[C-16](#) AP 4100
[C-17](#) Catalog 2021-2022
[C-18](#) California Code Regulations 55002.5
[C-19](#) AP 4020
[C-20](#) Student Fees-Catalog
[C-21](#) Student Fees-Webpage
[C-22](#) AP 4051
[C-23](#) AP 4235
[C-24](#) Counseling-Transfer Evaluation
[C-25](#) Transfer Policy-Catalog
[C-26](#) ASSIST-Webpage
[C-27](#) Transcript Agreement Articulation
[C-28](#) TES
[C-29](#) AP 4105
[C-30](#) AFT 1521-Article 40
[C-31](#) DAS-DE Certification
[C-32](#) DE Regular and Effective Contact Letter
[C-33](#) DE Handbook
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[C-37](#) PierceOnLine Welcome Letter
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[C-39](#) Resource Page
[C-40](#) DE Specialists Job
[C-41](#) Online Student Services
[C-42](#) Complaint Process
[C-43](#) BP 3410
[C-44](#) Board Rule-Chapter XV
[C-45](#) AP 5015
[C-46](#) B8 District Procedures
[C-47](#) BP 5140
[C-48](#) AP 5140
[C-49](#) BP 5500
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[C-51](#) AP 5530

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[C-54](#) Financial Aid Appeal
[C-55](#) Appeal Documents
[C-56](#) Residence Requirements
[C-57](#) Residency Questionnaire
[C-58](#) ADA
[C-59](#) Matriculation Complaint
[C-60](#) Student Rights
[C-61](#) Student Grievance
[C-62](#) USDE Eligibility Certification
[C-63](#) Financial Statements 2021

Standard IA Evidence List

[IA1-01](#) PCC Minutes 6-2021
[IA1-02](#) Mission-Catalog
[IA1-03](#) Mission-Website
[IA1-04](#) LAPC-2020 Profile
[IA1-05](#) OIE-Webpage
[IA1-06](#) LACCD Strategic Plan 2016-2023
[IA1-07](#) SMP Townhall 5-2021
[IA1-08](#) SMP Townhall 4-2022
[IA1-09](#) CD-Catalog
[IA1-10](#) AJ-Catalog
[IA1-11](#) ACCJC-Sub Change Letter
[IA1-12](#) Catalog 2021-2022
[IA1-13](#) PACE-Homepage
[IA1-14](#) Encore-Homepage
[IA1-15](#) Honors-Homepage
[IA1-16](#) Umjoa-Homepage
[IA1-17](#) Student Services-Homepage

[IA2-01](#) SMP 2017-2021
[IA2-02](#) SMP Progress Report 2019
[IA2-03](#) PCC Minutes 12-2019
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