



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

Aligned with the college's mission to "transform the lives of our students of color and members of our surrounding community," the institutional leaders of LASC maintain a history of creating and encouraging innovation leading to institutional excellence, planning, and implementation. Los Angeles Southwest College administrators, faculty, classified professionals, and students engage in institutionalized participatory governance processes to inform decision-making and improve overall college operations. Los Angeles Southwest College's Participatory and Decision-Making Handbook ([4A1-01](#)) outlines the framework by which its committees, councils, ad hoc groups, and taskforces operate in accordance with AB 1725 ([4A1-02](#)). This structure is designed to ensure robust constituency engagement at all levels, empowering the LASC Campus Community to be involved and effectively participate in the governance process and ensure safe spaces to have those opinions be received and taken under reasonable consideration.

Los Angeles Southwest College's administration works closely with college leaders to encourage innovation and ensure effective planning and implementation. In 2020, LASC brought on the Cambridge West Partnership to complete a college assessment and develop a Fiscal Recovery and Long-Term Sustainability Report ([4A1-03](#)). The College formed the Fiscal Recovery and Long-Term Sustainability Taskforce ([4A1-04](#)) representative of all constituencies to develop a college change theory ([4A1-05](#)) and work plan to operationalize the objectives from the report. The LASC work plan has become a comprehensive tool to track overall college innovation and progress for all strategic and master plan goals ([4A1-06](#)). In 2020, the LACCD developed the LACCD Framework for Racial Equity and Social Justice to define values and actions around equity work ([4A1-07](#)). In conjunction with this framework, LASC established the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Presidential Taskforce ([4A1-08](#)). This participatory taskforce was charged with developing recommendations to operationalize the equity framework to best meet



the needs of students, employees, and the surrounding community ([4A1-09](#)). Los Angeles Southwest College is committed to institutional excellence and continues to pursue opportunities for enhancement. In 2021, LASC participated in an Institutional Effectiveness Partnership Initiative sponsored by the California Community College Chancellor's Office to enhance four operational areas: 1) Integrated Strategic Master Planning; 2) Human Resources Restructuring; 3) Foundation Support; and 4) Professional Development ([4A1-10](#)). The college has continued to strive for institutional excellence and has made significant progress on the identified organizational goals ([4A1-11](#)).

In 2022, LASC applied for and was selected to be one of the colleges participating nationally in the Caring Campus Initiative ([4A1-12](#)). In consultation with the classified professionals, LASC committed to the training opportunity to improve student success, retention, and human connectivity in a post-pandemic environment ([4A1-13](#)).

Another example of academic excellence is LASC's Social Justice Theatre Program. The Theatre Program has been recognized nationally by the Kennedy Center for the Performing Arts on numerous occasions ([4A1-14](#)). The program emphasizes using the stories and voices of our diverse students to highlight critical social justice issues within the community like the overincarceration of Black Men, domestic violence, gun violence, and civil unrest.

Analysis and Evaluation

The institutional leaders of LASC create safe spaces to encourage innovation, open communication, idea sharing, and risk-taking to pursue institutional excellence. The administrative team is deeply committed to creating safe spaces and empowering all campus constituents, students, classified professionals, faculty, and administrators despite official titles or positions held within the institution. Through the LASC participatory governance structure, all constituency groups are equitably represented and have opportunities to influence innovation and institutional excellence.

- 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

In compliance with AB 1725 participatory governance regulations and BP 2510 Participation in Local Decision-Making, LASC has established and implemented policies and procedures that authorize faculty, classified professionals, students, and administrators with the decision-making process ([4A2-01](#)). Additional evidence is demonstrated through LASC's Participatory and Decision-Making Handbook and the Associated Student Organization (ASO) constitution and bylaws ([4A1-01](#), [4A2-02](#), [4A2-03](#)).

As identified within the LASC Participatory and Decision-Making Handbook, students are identified as one of the four key constituent groups within the college's decision-making process. The college has identified collegiality as one of its core values. Within that spirit of collegiality,



LASC has developed a structure of committees, councils, subcommittees, and taskforces that are inclusive of all constituency groups. All committees are composed of representative constituencies and each committee makes space for collegial discussion and public comments to allow all voices to be heard. At LASC, internal governance structures prescribe the required student membership and participation on each committee, including the students as voting members and key stakeholders within the participatory governance processes. This is documented on the operating agreements and agendas of LASC committees that document the student as a voting member ([4A2-04](#), [4A2-05](#)). Students are key members of the LASC College Council, Budget Committee, Technology Planning Committee, Strategic Planning Committee, Student Success Committee, Distance Education Committee, Guided Pathways, and SEA-PAC. During the COVID-19 pandemic, the College President also began weekly virtual student town halls to share pandemic updates, provide support for students, and ensure that they had a voice and platform throughout the pandemic ([4A2-06](#)). In addition, LASC demonstrates strong student engagement as shown through ASO regular calendar meetings, community and campus events ([4A2-07](#)).

LACCD has also developed planning processes to ensure broad participation within the district-level planning processes, demonstrated in the LACCD Governance and Functions Handbook ([4A2-08](#)). The LACCD has embedded student participation within the college and district decision-making processes through BP 5400 establishing and recognizing the Associated Students Organizations as “official voice for the students in the district and college decision-making processes” ([4A2-09](#)). BP 2015 recognizes the Student Trustee as a “full member of the Board” representing the student voice and the Board of Trustees level ([4A2-10](#)).

Analysis and Evaluation

As one of the key constituents to the successful operation of the college, LASC steadily and strongly encourages student engagement in participatory governance. Los Angeles Southwest College and the LACCD has established and implemented policies and procedures to authorize students, faculty, classified professionals and administrators in decision-making processes. Student engagement is embedded within the participatory governance structures and the student voice is highly regarded within the decision-making processes of the college. Students directly participate in decision-making in those areas in which students have a direct and reasonable interest. Los Angeles Southwest College’s participatory governance handbook demonstrates the college’s commitment to student inclusion and overall constituency engagement within the college decision-making framework.

- 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

The LACCD, Board Policy 2510 Participation in Local Decision-Making defines the district-wide policy and procedure prescribing participatory decision-making ([4A2-01](#)). BP2510 clearly defines the roles, responsibilities, and vehicles for governance work to occur; ensuring faculty, classified professionals, and students are included at both the college and district levels. Additional documentation that defines the roles of constituency engagement within planning, budget, and



policy/procedure development include the LACCD Governance and Functions Handbook and LASC Participatory and Decision-Making Handbook ([4A2-08](#), [4A1-01](#)). LACCD and LASC have established policies and procedures that clearly define the roles of all constituency groups within the participatory governance processes. These policies and procedures encourage inclusion, engagement, and a collegial sharing of ideas to ensure all voices are heard and engaged within decision-making. Committee members are appointed by their constituencies based on areas of responsibility and expertise, ensuring meaningful contributions to the college committees. As indicated in the LASC Participatory and Decision-Making Handbook, LASC has seven participatory governance committees that are the primary participatory governance committees for the college, working collectively to achieve the College's strategic education master plan goals. As documented within the handbook, each LASC participatory governance committee has representation from each constituent group. The Academic Senate appoints faculty representation and the AFT 1521A appoints classified professionals. The ASO appoints all student representation and the LASC President appoints administrative representatives to committees.

The college councils and committees each have an operating agreement documenting their charge, membership, and goals, updated annually. Each committee is charged with accomplishing their annual goals, in alignment with their charge and overall strategic education master plan goals. Action items approved by the college committees may be forwarded to the LASC President as recommendations and ultimately to the Board of Trustees, as needed, for final approval.

The College Council is LASC's primary participatory governance committee for constituency communication and representation. The council provides recommendations to the College President through the approval of action items regarding college priorities, issues, concerns, and recommendations made from various committees on campus. The College Council meets monthly on the first Tuesday of each month ([4A3-01](#), [4A3-02](#)).

LASC's Budget Committee is the participatory governance committee responsible for making budget allocation recommendations tied to program review and developing budgeting development participatory procedures for the college. Recommendations, approved as action items during committee meetings, are sent to College Council and ultimately the College President for approval. The Budget Committee meets monthly on the first Tuesday of each month ([4A3-03](#), [4A3-04](#)).

LASC's Enrollment Management Committee is the participatory governance committee responsible for developing and monitoring the college's enrollment management plan and making recommendations around the development and implementation of enrollment management procedures. The Enrollment Management Committee meets regularly on the second Wednesday of each month ([4A3-05](#), [4A3-06](#), [4A5-05](#)).

LASC's Facilities Planning Committee is the primary participatory governance committee to set priorities for college facilities and improvements while being responsible for developing and maintaining the College's facilities master plan. The Facilities Planning Committee meets regularly on the third Thursday of each month ([4A3-07](#), [4A3-08](#)).



LASC's Strategic Planning Committee is the participatory governance committee guiding the College's strategic, long-range and annual planning process. The Committee also oversees college planning, including the development and tracking of the Strategic Education Master Plan goals. The Strategic Planning Committee meets regularly on the first Thursday of each month ([4A3-09](#), [4A3-10](#)).

LASC's Technology Planning Committee is the governance body that provides guidance on instructional and administrative technology. The Technology Planning Committee also oversees the development of the Technology Master Plan and evaluates the plan annually to determine current needs, priorities, and upcoming goals for the campus. This Committee meets on the second Thursday of each month ([4A3-11](#), [4A3-12](#)).

The Student Equity and Achievement Program Advisory Committee (SEA-PAC) is charged with ensuring a student-centered and transparent process for recommended allocations to support the implementation and scaling of equity initiatives at LASC. The Committee has broad participation and oversees the development and progress of the College Equity Plan. SEA-PAC meets regularly on the third Monday of each month ([4A3-13](#), [4A3-14](#)).

Analysis and Evaluation

Los Angeles Southwest College demonstrates a deep commitment to inclusion, collegiality, and participatory governance. The College provides faculty, classified professionals, students, and administrators with clearly established roles within the campus decision-making process that is reflective of their responsibilities and expertise. All constituencies are able to exercise their voices and participate in the areas of institutional planning, policies, budget, and other key operations of the institution.

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

Los Angeles Southwest College complies with established LACCD Board Policy and Administrative Procedures that outline the responsibility of faculty and academic administrators for recommendations regarding curriculum and student learning programs and services.

- BP 2510, Participation in Local Decision-Making, defines the roles and responsibilities of faculty and academic administrators in overall decision-making ([4A2-01](#)).
- BP 4020, Program, Curriculum, and Course Development, outlines the district roles and responsibilities, as well as the required approvals for program, curriculum, and course development ([4A4-01](#)).
- AP 4020, Curriculum Development, documents the administrative procedure to develop course outlines, create new subjects, and develop new curriculum at the college-level ([4A4-02](#)). This Administrative Procedure also clearly delineates roles and responsibilities for both faculty and academic administrators.
- AP 4022, Course Approval, documents the detailed steps to complete course development and receive approval within the District ([4A4-03](#)).
- AP 4023 Program Approval documents the creation and approval processes for



educational programs as well as the roles and responsibilities of each party within LACCD ([4A4-04](#)).

The Curriculum Committee oversees the development and approval of new programs, courses, and curriculum at LASC ([4A4-05](#)). Through the Curriculum Committee, LASC follows a prescribed structure with defined roles to discuss, analyze, review, update, and approve curriculum, including degrees, certificates, and academic programs. Each academic department and division submit updates and new curriculum through their faculty representatives. The Curriculum Committee then deliberates and sends recommendations to the Academic Senate for approval. Once approved at the campus-level, Curriculum is then presented to the District and LACCD Board of Trustees for final approval before being submitted to the State. LASC faculty and administrators work collaboratively to develop new courses and instructional programs that are responsive to the changing needs of LASC's dynamic student body and community.

Los Angeles Southwest College's Program Review Committee, comprised of counselors, faculty, and administrators, conducts an annual review of course and program offerings. At the conclusion of each annual review cycle, the committee makes recommendations to the academic senate for any necessary revisions to strengthen the functionality of the college's academic offerings ([4A4-06](#)).

The LASC Student Learning Outcomes Committee supports the college with regular assessment and verification that the course level student learning outcomes are defined in a clear and concise manner to facilitate student achievement ([4A4-07](#)). This committee is also representative of key constituencies to facilitate the student learning outcome process.

Analysis and Evaluation

LASC demonstrates well-defined policies and procedures with clearly delineated duties for faculty and academic administrators. LASC's governance structure establishes that faculty, in collaboration with academic administrators, lead the curriculum development process including recommendations on student learning, programs, and services. LACCD has established policies and procedures that document faculty-led processes regarding curricular and programmatic decision-making.

- 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

Collegiality is an LASC value, and the college strives to create communities of mutual respect that support open debate and progressive discourse. Within this spirit, both the LACCD Board of Trustees and LASC governance structures ensure appropriate consideration of relevant perspectives. Policies that support inclusive participatory governance and the sharing of relevant perspectives include BP 2510 Participation in Local Decision-Making ([4A2-01](#)); BP 2220 Board Duties and Responsibilities ([4A5-01](#)); and BP 2015, Student Trustee ([4A2-10](#)). LASC's Participatory and Decision-Making Handbook and LACCD's Governance and Functions



Handbook identify roles and responsibilities of all constituencies as members of the governance committees who participate in college and district-level planning ([4A1-01](#), [4A2-08](#)). Both LASC and LACCD encourage broad-based participation from all constituency groups serving on committees. Members are empowered to provide information and opinions that are relevant to the discussion of committee outcomes. LACCD also has defined policies and procedures to ensure they hear from all stakeholders. To allow for timely action noninstitutional plans, policies, curricular changes, and other vital decisions, the LACCD Board of Trustees meet on a regular, monthly cycle in accordance with BP 2310, Regular Meetings of the Board ([4A5-02](#), [4A5-03](#)).

All LASC committees are aligned with institutional planning, including, but not limited to the review, evaluation, update, and creation of annual college plans. Los Angeles Southwest College Committee goals are also mapped to Strategic Education Master Plan goals to ensure all committees are aligned with decision-making and outcome achievement. All college committees meet on a regular basis and are representative of the college's constituency groups. For example, the LASC Academic Senate and College Council were instrumental in the development and approval of the College Strategic Education Master Plan ([4A5-04](#), [1A4-02](#)). The Enrollment Management Committee was instrumental in the development and approval of the College's Enrollment Management Plan ([4A5-05](#)). The Technology Planning Committee created and facilitated approval of the campus's Technology Master Plan ([4A3-12](#)). College committee members are appointed to committees by their constituent leaders. Constituencies appoint members to participatory governance committees based on their expertise and ensure that those members represent their stakeholder interests. Working collaboratively, LASC faculty and administrators successfully developed the LASC Course Cancellation Process and Timeline ([1B7-02](#)).

Committee operating agreements, charges, membership, and meeting dates are established each fall. Membership vacancies are also filled by the committee each fall. By having regular committee meetings and filling member vacancies early each academic year, committees can ensure timely action on institutional plans, procedures, and other key considerations.

Analysis and Evaluation

The Los Angeles Community College District and LASC have established a participatory governance structure to ensure that all constituencies are included and empowered to effectively participate in both district and college-level governance. All constituents are provided opportunities to engage and provide their relevant perspectives, expertise, and fulfill their responsibilities to ensure timely decision-making.

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

Evidence of Meeting the Standard

In compliance with BP 2510, Participation in Local Decision-Making, LASC has an established participatory governance structure comprised of councils, committees, subcommittees, and taskforces to facilitate institutional decision-making. The processes for campus wide decision-making are memorialized within the LASC Participatory and Decision-Making Handbook ([4A1-01](#)). In accordance with the Brown Act, all applicable councils and committees are expected to publish agendas 72 hours prior to each meeting and to distribute their minutes in a timely manner. All Committee Chairs are also encouraged to update and



maintain their college committee SharePoint page by ensuring the timely posting of agendas, minutes, and other meeting materials ([4A6-01](#)). The committee SharePoint page is accessible to all LASC employees and includes the committee meetings dates, agendas, minutes, membership, and other relevant committee materials. Public college documents are posted on the LASC webpage, including documents like the College's Strategic Education Master Plan and Enrollment Management Plan ([4A6-02](#)). Committee reports are also shared at the College Council and at Academic Senate meetings.

The college utilizes a number of communication modalities to publicize decision-making results and updates to the campus community, students, and community at-large. Los Angeles Southwest College publishes a weekly digital newsletter for employees and students "The Cougars Connect" highlighting important information, key dates, critical campus information, upcoming events, and more ([4A6-03](#), [4A6-04](#)). The college also publishes a monthly virtual newsletter "The Cougar Connection" with college-wide updates and events that is shared with employees, students, the district, trustees, community members, and elected officials ([4A6-05](#)). LASC recently decided to expand communications to the surrounding community to include a bi-monthly printed newsletter mailed to every household within the LASC service area, ensuring that key updates and information is being broadly shared ([4A6-06](#)).

The College also developed a "President's Priorities" webpage, which documents key administrative decisions, projects, and updates accessible to the campus community and community members ([4A6-07](#)). The President's Priorities webpage is updated monthly. The College also instituted weekly virtual town halls for employees and students to create opportunities for all constituents to engage in open dialogue with the president and receive critical updates on campus activities ([4A6-08](#), [4A6-09](#)). To ensure participation and broad-based communication throughout the campus, the College President has also hosted Budget and Enrollment Summits to develop opportunities for constituency leaders to discuss critical information tied to college-wide budget and enrollment ([1B9-02](#), [4A6-10](#)). This information was then shared at a weekly employee town hall and on the President's Priorities webpage to ensure that the entire campus community has access to the information. LASC has also invested heavily in social media and building the college's YouTube page. The Public Relations Office produces informative and uplifting content, providing video updates and social media posts to keep the students, employees, and community informed about critical happenings at LASC ([4A6-11](#), [4A6-12](#), [4A6-13](#), [4A6-14](#)). Los Angeles Southwest College is deeply committed to being accessible, communicative, and informative across multiple modalities and platforms, keeping all stakeholders informed on college decision-making.

Analysis and Evaluation

Los Angeles Southwest College utilizes an array of documents, modalities, and platforms to communicate critical college information to all stakeholders on a weekly and monthly basis. Decision-making and college-wide projects are accessible for all stakeholders to stay informed.

- 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

The Los Angeles Community College District and LASC are committed to regular assessment assuring the integrity and effectiveness of governance and decision-making policies, procedures, and processes. Board policies and administrative procedures are evaluated regularly. BP 2410, Board Policies and Administrative Procedures, outlines the evaluation process for policy and procedure updates ensuring integrity and effectiveness; the Office of General Counsel maintains



an ongoing schedule for review of all board policies and initiates the process according to the established schedule ([4A7-01](#)). AP 2510, Participation in Local Decision-Making, informs the LACCD Governance and Functions Handbook, allowing for consultation groups to initiate requests and initiate changes as needed, based on annual evaluations ([4A2-01](#), [4A2-08](#)).

LASC actively participates in continuous quality improvement to assure integrity and effectiveness of decision-making policies, procedures, and processes. All LASC committees conduct an annual self-evaluation to assess effectiveness, measure goal completion, and share information with the College Council or Academic Senate for additional assessment ([1B1-03](#)). The College Council reviews and updates the Participatory and Decision-Making Handbook regularly to evaluate effectiveness and ensure processes are mapped and implemented accordingly ([4A7-02](#)). Other college committees, like Program Review complete regular process and procedure assessments to ensure the needs of the campus are being met while maintaining the integrity and effectiveness of college processes ([4A7-03](#)). Each Committee also reviews their operating agreement annually, making updates and reflecting on recommendations to improve best practices ([1B1-01](#)). All committee updates are distributed through committee minutes and posted on the LASC SharePoint site.

To assess leadership roles and overall college effectiveness, the college engaged in a Human Resources Restructuring Process in 2021 to complete a comprehensive evaluation of the organizational structure of the college ([4A7-04](#)). The College convened a participatory HR Taskforce to work with the consultant to complete the evaluation, ensuring all constituencies were represented ([4A7-05](#)). The president presented multiple updates on the plan and process at the weekly virtual employee town halls ([4A7-06](#)). A campus virtual town hall was conducted on September 14, 2021, to share the results of the plan and answer constituency questions ([4A7-07](#)). The final HR Restructuring Plan was shared with the college in the president's Monday morning communication to the campus and posted on the President's Priorities webpage to ensure broad-based communication to the campus community ([4A7-08](#), [4A7-09](#)).

In 2022, the LASC Budget Committee developed and approved the Resource Allocation Handbook ([1B4-03](#), [4A7-10](#)). This handbook was developed in response to the program review handbook update. The updated handbook enhances alignment of the college's resource allocation process to program review, improving procedural structure and streamlining processes.

Analysis and Evaluation

The Los Angeles Community College District and LASC participatory governance structures, policies, procedures and processes are evaluated to ensure integrity and effectiveness. LASC consistently engages in college wide assessments to ensure leadership roles and governance decision-making processes best meet the needs of the campus community. Broad-based communication is ensured through weekly emails from the college president to the campus, the President's Priorities webpage, weekly virtual employee town halls, and use of the College's SharePoint. The LACCD Governance and Functions Handbook and LASC Participatory and Decision-Making Handbook outline the roles and responsibilities of each council and committee. The LACCD BP 2410 and AP 2510 prescribe the processes to ensure governance and decision-making policies and procedures are evaluated for effectiveness and integrity. Los Angeles Southwest College uses its internal participatory governance structures, as outlined in the



Participatory and Decision-Making Handbook, to institutionalize evaluation processes and communicate changes through multiple communication channels.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Los Angeles Southwest College is deeply committed to participatory governance and empowering the campus community to engage in decision-making processes. The College details this commitment with its Participatory and Decision-Making Handbook. Through the College’s committee structure, planning documents, handbooks, and rigorous committee continuous improvement processes, LASC ensures broad-based inclusion of all constituencies. These structures ensure the responsiveness, effectiveness, and integrity of the college’s decision-making processes. LASC recognizes the value of utilizing campus leadership expertise to enhance student success, pursue academic excellence, and ensure instructional and fiscal integrity. Governance roles are defined through numerous board policies and administrative procedures as well as the District’s Governance and Functions Handbook. Throughout these governance structures, both LASC and LACCD empower students to engage within the decision-making process, ensuring a “student-centered” approach to decision-making. Los Angeles Southwest College respects governance processes and understands that these are recommending bodies to the College President, who has ultimate decision-making authority. Through well-established governance structures, processes, and policies, the students, classified professionals, faculty, administrators, and Board of Trustees, work together to enhance the student experience and create equitable and high-functioning institutions.

Evidence List Standard IV.A

Standard IV.A.1

- [4A1-01_PartDecnMakHndbk](#)
- [4A1-02_AB1725](#)
- [4A1-03_2020FscIRecReport](#)
- [4A1-04_FscIRecTskfrcCharge](#)
- [4A1-05_ChngTheoryLogicMdl](#)
- [4A1-06_CollegeWorkPlan](#)
- [4A1-07_FrmRacialEqtSocJust](#)
- [4A1-08_IDEATskfrcCharge](#)
- [4A1-09_IDEATskfrcRecs](#)
- [4A1-10_2021IandEPlan](#)
- [4A1-11_PRTSummaryReport](#)
- [4A1-12_CaringCampusAssmnt](#)
- [4A1-13_ParticipantForm](#)
- [4A1-14_TheatreProgNatHnrs](#)

Standard IV.A.2

- [4A1-01_PartDecnMakHndbk](#)
- [4A2-01_BP2510](#)
- [4A2-02_ASOCConstitution](#)



[4A2-03_ASOBylaws](#)
[4A2-04_BudgetOpAgreement](#)
[4A2-05_BudgetCommAgenda](#)
[4A2-06_VirStudTwnHallAgenda](#)
[4A2-07_ASOEventsCalendar](#)
[4A2-08_GovFuncHndbk](#)
[4A2-09_BP5400](#)
[4A2-10_BP2015](#)

Standard IV.A.3

[4A1-01_PartDecnMakHndbk](#)
[4A2-01_BP2510](#)
[4A2-08_GovFuncHndbk](#)
[4A5-05_EMPapprvl](#)
[4A3-01_CCOpAgrmt](#)
[4A3-02_CCMinutes](#)
[4A3-03_BudgetOpAgrmt](#)
[4A3-04_BudgetCommMinutes](#)
[4A3-05_EMCOpAgrmt](#)
[4A3-06_EMCAgendaAppr](#)
[4A3-07_FPCOpAgrmt](#)
[4A3-08_FPCMinutes](#)
[4A3-09_SPCOpAgrmt](#)
[4A3-10_SPCMinutes](#)
[4A3-11_TPCOpAgrmt](#)
[4A3-12_TechCommMinutes](#)
[4A3-13_SEAPACOpAgrmt](#)
[4A3-14_SEAPMinutes](#)

Standard IV.A.4

[4A2-01_BP2510](#)
[4A4-01_BP4020](#)
[4A4-02_AP4020](#)
[4A4-03_AP4022](#)
[4A4-04_AP4023](#)
[4A4-05_CurricCommOpAgrmt](#)
[4A4-06_PRCOpAgrmt](#)
[4A4-07_SLOCOpAgrmt](#)

Standard IV.A.5

[1A4-02_AcadSenateCCMins](#)
[1B7-02_CrseCnclProcess](#)
[4A1-01_PartDecnMakHndbk](#)



[4A2-01_BP2510](#)
[4A2-08_GovFuncHndbk](#)
[4A2-10_BP2015](#)
[4A3-12_TechCommMinutes](#)
[4A5-01_BP2220](#)
[4A5-02_BoardMeetingDates](#)
[4A5-03_BP2310](#)
[4A5-04_SEMPapprvl](#)
[4A5-05_EMPapprvl](#)

Standard IV.A.6

[4A1-01_PartDecnMakHndbk](#)
[1B9-02_BudgetEnrlSummit](#)
[4A6-01_CommitteesSharePoint](#)
[4A6-02_PublicDocuments](#)
[4A6-03_EmployeeNewsletter](#)
[4A6-04_StudentNewsletter](#)
[4A6-05_MonthlyNewsletter](#)
[4A6-06_PrintedNewsletter](#)
[4A6-07_PresidentsPriorities](#)
[4A6-08_EmployeeVrtTwnHall](#)
[4A6-09_StudentVrtTwnHall](#)
[4A6-10_BudgetEnrlSmtAtndees](#)
[4A6-11_YouTubePresence](#)
[4A6-12_facebookPresence](#)
[4A6-13_twitterPresence](#)
[4A6-14_InstagramPresence](#)

Standard IV.A.7

[1B1-01_CommOpAgrmt](#)
[1B1-03_CommSelfEval](#)
[1B4-03_ResourceAllocHandbk](#)
[4A2-01_BP2510](#)
[4A2-08_GovFuncHndbk](#)
[4A7-01_BP2410](#)
[4A7-02_RegRevDecsnHdnbk](#)
[4A7-03_PRHndbkApprvl](#)
[4A7-04_HRCnsltScopeofWork](#)
[4A7-05_HRTskFrc](#)
[4A7-06_HRTskFrcVrtTwnHall](#)
[4A7-07_HRRestPlanUpdate](#)
[4A7-08_FinalHRPlanComm](#)
[4A7-09_HRPlan](#)



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

Per the LACCD job description, ([4B1-01](#)) the president of LASC serves as the chief executive officer (CEO) with overall responsibility to the chancellor for all aspects of the leadership, planning, budgeting, staffing, facilities, and delivery of all education programs and institutional services of the college. In addition, the CEO holds responsibility for the overall institutional effectiveness of the college in relation to student success.

The president demonstrates their effective leadership through participation in the institution's participatory governance processes. As a part of the LASC governance structure, the College Council makes recommendations to the College President on key college issues ([4A1-01](#), [4A3-01](#)). This provides the president the opportunity to hear directly about planning, organization, budget, and institutional effectiveness. The Academic Senate President also consults monthly with the president, sharing recommendations on behalf of the Academic Senate with the CEO. The College Council meets regularly on the first Tuesday of every month ([4B1-02](#), [4B1-03](#)).

In addition to the Academic Senate President, the LASC president meets regularly with the campus union leadership as well including S.E.I.U. 721, Local 99, the Teamsters Local 911, AFT 1521A and AFT 1521 ([4B1-04](#)). The LASC president also consults monthly with the Associated Students Organization (ASO) leadership and advisors ([4B1-05](#)). The president meets bi-weekly with the vice presidents individually and weekly with the entire President's Cabinet at the Senior Staff meetings. The weekly Senior Staff meetings include all three vice presidents, the dean of institutional effectiveness, and the public relations manager. These meetings keep the entire President's Cabinet apprised of important and time sensitive campus activities, deadlines, and important information and action items from the Chancellor's Cabinet ([4B1-06](#)).

Through BP 7120 Recruitment and Hiring, the chancellor is charged with the responsibility to determine the hiring of college president through LACCD established procedures for the recruitment and selection of the president ([4B1-07](#)). Los Angeles Community College District Human Resources Guide R-120 further grants authority to the college president to provide formal decision-making authority in the hiring process of full-time faculty ([4B1-08](#)). At LASC, the college president completes final interviews for all full-time faculty, classified and administrative positions ([4B1-09](#)). As documented in AP 7120, Full-Time Faculty Recruitment and Selection, the Academic Senate will develop a faculty hiring priority recommendations annually and submit them to the college president for consideration ([4B1-10](#), [4B1-11](#), [4B1-12](#)). The college president's recommendations are then submitted to the chancellor for final approval and recruitment authorization.



In developing personnel, the college president has prioritized professional development, leveraging multiple funding sources to provide resources to all campus constituents. Through consultation with the Academic Senate President, the College President agreed to a 0.60 FTE release for a campus-wide professional growth coordinator ([4B1-13](#)). The professional growth coordinator has facilitated multiple professional development opportunities available to all constituents. Additionally, the college president has invested resources to support the inclusion, diversity, equity, and anti-racism work of the institution through joining the USC Equity Alliance and engaging with A2MEND ([4B1-14](#)). The president facilitated sending participatory teams to be trained and then bring equity trainings to the campus community ([4B1-15](#), [4B1-16](#), [4B1-17](#)). Annually, the president also leads retreats for the campus leadership team and president's office, focusing on topics and readings that support personal and professional growth while enhancing campus operations ([4B1-18](#), [4B1-19](#), [4B1-20](#)). The college president has also facilitated campus-wide leadership readings and train-the-trainer opportunities to encourage leadership development for all constituencies ([4B1-21](#)).

In assessing overall institutional effectiveness, the College President relies upon the LASC Participatory and Decision-Making Handbook to receive recommendations from the campus community ([4A1-01](#)). The president also worked with the California State Chancellor's Office to facilitate an Institutional Effectiveness Partnership Initiative (IEPI) to assess and enhance the college's overall effectiveness in four areas: 1) Integrated Strategic Master Planning; 2) Human Resources; 3) Foundation; 4) Professional Development ([4B1-22](#)). The college has been effectively completing the IEPI recommendations from the Partnership Resource Team (PRT) ([4B1-23](#), [4A1-11](#)).

Analysis and Evaluation

The president, serving as CEO of Los Angeles Southwest College, has the primary responsibility for institutional quality and effectiveness. The president demonstrates their effective leadership through participation in LASC's participatory governance processes. The president participates in collegial dialogue across constituency groups while receiving reports and recommendations. The president invests heavily in equity and professional development opportunities accessible to all members of the campus community. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

- 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 plans, oversees, and evaluates the organizational structure of LASC and ensures staffing is reflective of the purpose, size, and complexity of the organization. This is completed through formal and informal consultation and participatory governance processes. The president receives regular and consistent feedback from: the senior leadership team comprised of the three vice presidents, dean of institutional effectiveness, and public relations manager; monthly union consultations; monthly consultation with the Academic Senate president; monthly consultation with the Associated Students Organization and advisors; and the college committees and council



(4B1-04). The LASC Participatory and Decision-Making Handbook identifies the process for recommendations to be made to the college president (4A1-01). The college president delegates authority to the vice presidents, who oversee their divisions and chair many of the major committees on campus including College Council, Budget Committee, and the Student-Equity and Achievement Program Advisory Committee (4A3-01, 4A2-04, 4A3-13). These committees, taskforces, and consultations provide numerous opportunities for the college president to receive feedback. At these meetings, the president also delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements, and other critical college operations (4A3-14, 4A3-04, 4A3-08, 4A7-05).

The LASC human resources organizational charts, found above in [Section D](#), demonstrate the level of complexity and size of the administrative structure overseen by the college president. The organizational charts provide a listing of the administrators, faculty, and classified professionals who operate within the primary operational areas of the institution, led by the three vice presidents: academic affairs, administrative services, and student services. In 2020, the LACCD facilitated a Supplemental Retirement Plan (SRP) to support district-wide retirements while creating opportunities for the colleges to begin restructuring to achieve the optimal organizational structure (4B2-01, 4B2-02). In 2021 the college utilized the IEPI process to develop a Human Resources Restructuring Plan (4A7-09).

The college recently underwent an assessment to right-size the organizational structure of the college in relation to the college budget, student headcount, and strategic education master plan goals. The college president developed an HR Taskforce to support the facilitation of this process with the consultant and delegated the process to the Vice President of Administrative Services (4A7-05). The college completed the HR Restructuring Plan to support the rightsizing of the college's organizational structure, and this was shared broadly throughout the college (4A7-07, 4B2-03).

Analysis and Evaluation

The college president plans, oversees, and evaluates the administrative organizational structure of the institution. The president works collaboratively through participatory governance structures to ensure that the institution is staffed to reflect LASC's complexity, size, and purpose. As appropriate, the president delegates authority to administrators and others consistent with their responsibilities.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**



- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The president leads LASC guided by the established college mission, vision, and values of the institution. The president is ultimately responsible for the college's institutional improvement of the teaching and learning environment. In 2020, the president lead LASC's strategic education master plan update. This resulted in the college reviewing and updating its mission, vision, and values. The college also established and adopted new strategic goals that aligned with the State Chancellor's Office Vision for Success, the Student-Centered Funding Formula (SCFF), Guided Pathways Framework, LACCD Framework for Racial Equity and Social Justice, and LACCD strategic goals ([1A2-01](#)). The Office of Institutional Effectiveness at LASC reports directly to the College President. The president ensures that the college establish and regularly evaluate clear institutional performance standards for student achievement ([1B3-01](#)). The Office of Institutional Effectiveness also completes an annual assessment of LASC's strategic education master plan goals and presents these updates during strategic planning retreats ([1B1-04](#)).

LASC's president ensures that educational planning is directly tied to resource planning and allocation to support student achievement and learning. In 2021, the LASC Budget Committee, under the college president's leadership, updated the college's resource allocation handbook ([1B4-03](#)). The updated resource allocation handbook better aligns with the updated program review process, restricted fund allocation processes within the campus, and ensures that all programs receiving funding complete the comprehensive and annual program review processes, in turn supporting overall student learning and achievement. LASC also developed a participatory and responsive allocation process for student equity funds, to ensure institutional and scalable interventions to close equity gaps ([4B3-01](#), [4B3-02](#)).

LASC's strategic planning, master plans, student engagement, outreach methodologies, and delivery of high-quality instruction are led by high-quality data produced by the Office of Institutional Effectiveness. This office reports directly to the LASC president, comprised of the Dean of Institutional Effectiveness and a Research Analyst. The Office of Institutional Effectiveness analyzes internal and external conditions to empower the college in making data-informed decisions that best meet the needs of the students and community. The office prepares the College's Fact Sheet, Fact Book, dashboards, and other data requests based on college need ([4B3-03](#), [1B3-05](#), [1B3-06](#), [1B6-03](#), [4B3-04](#)).

As CEO, the college president is responsible for all LASC integrated planning efforts. As detailed in the Resource Allocation Handbook and Participatory and Decision-Making Handbook, the reporting structure of the college committees leads to recommendations to the college president. Each committee has a defined role and scope tied to planning and resource allocation. The recommendations made to the president through the college's participatory governance structure are implemented through the appropriate vice president's area of responsibility. The president guides all planning and decision-making efforts collegially through the college's participatory governance structure ([4A1-01](#)). The college president also developed the LASC Work Plan that contains all of the college's integrated planning goals in one document. The president updates the work plan monthly, tracking the progress on all goals. The updated work plan is shared monthly



with the campus community via the President's Monday morning communication and with the community-at-large using the President's Priorities website ([4B3-05](#), [4A6-07](#)).

Analysis and Evaluation

LASC has established policies and procedures that guide the president in improving the teaching and learning environment. The president guides all planning and decision-making efforts collegially through the college's participatory governance structure. This governance structure institutionalizes integrated planning, budget allocation, and data-informed decision-making to achieve the College's Mission. The Office of Institutional Effectiveness provides high-quality research to inform decision-making and supports the college president in annually evaluating planning and implementation goal 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 college president is responsible for leading the accreditation process and ensuring that the eligibility requirements, accreditation standards, and commission policies are adhered to at all times. The college president also ensures that the LASC faculty, classified professionals, and administrative leaders are engaged and responsible for assuring compliance with accreditation requirements. Los Angeles Southwest College conducts the comprehensive self-evaluation process every seven years, facilitating an accreditation team visit, and submitting the ACCJC midterm reports in the third year of each cycle ([1B8-01](#) see pg. 1, [1C1-07](#)). The college president is responsible for activating the accreditation steering committee and facilitating the accreditation process for LASC ([4B4-01](#)). This is done in collaboration with the LACCD District Office and District Accreditation Committee ([4B4-02](#), [4B4-03](#)).

Accreditation management items are regularly discussed at the LASC President's Cabinet meetings and updates on accreditation are provided at Academic Senate and College Council meetings ([4B4-04](#), [4B4-05](#), [4B4-06](#) see pg. 69). The president provides guidance to the executive team to continue conversations and attend trainings for the Accrediting Commission for Community and Junior Colleges (ACCJC). LASC also facilitated an online ACCJC ISER training led by the ACCJC leadership on October 23, 2020, as the college prepared for the newest accreditation cycle ([4B4-07](#)).

Los Angeles Southwest College's Participatory and Decision-Making Handbook describes the College's governance structure, which fulfills AB 1725 and accreditation requirements ([4A1-01](#), [4A1-02](#)). The institution utilizes councils, committees, subcommittees, and taskforces in the spirit of collegial participatory governance. These groups collect information, deliberate, analyze, report, and make data-informed recommendations. These recommendations are forwarded to the Academic Senate, College Council, the president, and the Board of Trustees for implementation ([4B4-08](#)).

The college engages in a participatory process over 2-3 years to prepare for the accreditation process and site visit, building in additional district-wide trainings for the team ([4B4-09](#)). All



constituencies are encouraged to engage, leading and writing the different standards within the report ([4B4-10](#)). These constituencies include faculty, administrators, classified professionals, students, and union representatives. Governance structures at LASC assure that all opinions are heard, valued, and given reasonable consideration. Collegial conversations at the committee, council, and leadership team levels ensure that accreditation requirements are consistently discussed, complied with, and implemented. The LASC Accreditation Committee is activated during this focused planning period to allow for broad-based communication and participation across constituencies with defined roles and responsibilities for the Standard Tri-Chairs ([4B4-11](#), [4B4-12](#)).

The president also communicates frequently with the campus community about the importance of accreditation and encouraging engagement within the process. This is done through multiple communication channels including newsletters, emails, and the college website ([4B4-13](#), [4B4-14](#), [4B4-15](#)).

Analysis and Evaluation

The college president has the primary leadership role for the accreditation process and ensuring that the eligibility requirements, accreditation standards, and commission policies are adhered to at all times. The college president also ensures that the LASC faculty, classified professionals, and administrative leaders are engaged and responsible for compliance with accreditation requirements.

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

Evidence of Meeting the Standard

LASC's president assures the implementation of statutes, regulations, and board policies across the institution. The president meets regularly with the Chancellor's Cabinet, which includes the vice chancellors of business and fiscal services, facilities, human resources, educational programs and institutional effectiveness, and information technology. Other key district personnel are also included to ensure compliance and implementation of institutional practices and board policies ([4B5-01](#)).

At LASC, the president ensures all institutional practices are aligned with the College's Mission and policies, honoring the College's history while empowering diverse student populations and the surrounding community to achieve their academic and career goals. The president meets weekly with the president's cabinet, which includes the Vice Presidents of Academic Affairs, Administrative Services, and Students Services, the Dean of Institutional Effectiveness, and the Public Relations Manager ([4B5-02](#)). Each member of the president's cabinet meets regularly at the District Management Councils and Campus Committees to ensure all initiatives align with the College's values ([4B5-03](#)). The president also facilitates monthly Administrator meetings and quarterly Administrator, Supervisor, and Manager Meetings to ensure broad-based communication and assurance of institutional practices being consistent with the mission and values of the college ([4B5-04](#), [4B5-05](#)). These meetings provide feedback to the president from all levels of leadership within the institution. Board policies and administrative procedures are often discussed and aligned with college institutional practices.



LASC's College Council is the primary participatory governance body for all constituent groups. The broad-based constituency membership provides feedback and recommendations on college issues, including recommendations from other committees. The College Council meets on the first Tuesday of every month ([4A3-01](#)). Through the College Council and other participatory governance committees, subcommittees, and taskforces, all institutional initiatives are aligned with LASC's mission, policies, and goals ([4A1-01](#)).

The LASC president assures that institutional practices are consistent with the mission policies, including effective control of budget and expenditures. The president has initiated many initiatives at LASC to ensure effective budget and expenditure controls. In 2020, the college employed Cambridge West Partnership to assess the college's fiscal solvency, structure, and controls and develop the LASC Fiscal Recovery and Long-Term Sustainability Report ([4A1-03](#)). The president then formed the Fiscal Recovery and Long-Term Sustainability Taskforce to align the report recommendations to the college's overall operational goals ([4A1-04](#)). To ensure effective expenditure control tied to the college's personnel costs, the president initiated the Institutional Effectiveness Partnership Initiative (IEPI) to evaluate human resources costs college-wide and develop a Human Resources Restructuring Plan for the campus after the supplemental retirement plan was offered ([4A1-10](#), [4A7-07](#)).

Additionally, the LASC president maintains legal compliance and institutional practices to ensure effective controls of budget and expenditures through the Budget Committee and the Vice President of Administrative Services ([4B5-06](#)). Resource allocation requests are aligned with program review and the college's overall mission, vision, and values ([1B4-03](#)), complying with all statutes, regulations, board policies, and administrative procedures. All budget recommendations are made to the college president for review and are considered recommendations until they receive approval by the College president in consultation with the Vice President of Administrative Services.

Analysis and Evaluation

The CEO assures the implementation of statutes, regulations, and board policies to ensure that institutional practices are consistent with LASC's mission, vision, values, and policies, including effective control of budget and expenditures.

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

Evidence of Meeting the Standard

The LASC president effectively and consistently communicates with internal and external stakeholders served by the institution. With external stakeholders, the college president establishes relationships with and presents to chambers of commerce, neighborhood associations, k-12 school districts, civic leaders, elected officials, business, industry, non-profit, union and other stakeholders ([4B6-01](#), [4B6-02](#), [4B6-03](#)). The president uses multiple communication channels including social media, email, e-newsletters, annual reports, and videos to communicate frequently and effectively ([4B6-04](#), [4B6-05](#), [4B6-06](#), [4B6-07](#), [4B6-08](#)). With internal constituents, the president communicates regularly through campus-wide emails sent every Monday as well as other



email communications, weekly virtual employee town halls, budget and enrollment summits, informational videos, and FLEX Day ([1B9-02](#), [4B6-09](#), [4B6-10](#), [4B6-11](#), [4B6-12](#), [4B6-13](#)).

The president is deeply invested in ensuring the campus is available to support and uplift the surrounding community. Through partnerships, numerous organizations are encouraged to come to LASC's campus to provide free resources to the surrounding community including free COVID-19 testing and vaccinations, food distributions, free flu shots, serving as a voting center and more. These services were well received by the community, especially during the COVID-19 pandemic ([4B6-14](#), [4B6-15](#), [4B6-16](#), [4B6-17](#), [4B6-18](#), [4B6-19](#), [4B6-20](#)). In addition, LASC has received positive visibility and recognition by local, statewide, and national media ([4B6-21](#), [4B6-22](#), [4B6-23](#), [4B6-24](#)).

Los Angeles Southwest College's president also ensures multiple educational events and opportunities are hosted on campus to promote inclusion, diversity, equity, and anti-racism through events celebrating Black History Month, Women's History Month, Hispanic Heritage Month, LGBTQIA+ Pride Month, and other events. This is done in partnership with the Associated Students Organization, Cultural Heritage and Arts Events and Advisory Collective (CHA), campus and surrounding community ([4B6-25](#), [4B6-26](#), [4B6-27](#), [4B6-28](#), [4B6-29](#)). The president relates to external factors affecting students, classified professionals, faculty, administrators and community members and addresses concerns in a timely manner. This includes demonstrated sensitivity and communication around social issues like immigration, racial protests, COVID-19, and other critical issues ([4B6-30](#), [4B6-31](#), [4B6-32](#), [4B6-33](#)).

The president formally reports to the Board of Trustees at regularly scheduled board meetings and contributes vital LASC information to the Chancellor's Monthly Report shared with the Board of Trustees ([4B6-34](#)). This report is also publicly shared on the District website providing updates on internal and external information to all constituencies and communities served by the LACCD. The LASC president also meets regularly with the LASC Foundation Board on a monthly basis to discuss fundraising and foundation activities ([4B6-35](#)).

When the COVID-19 global pandemic began, the LASC president began daily, then weekly EOC/ICS Meetings including all campus and union leadership to ensure broad-based communication across constituencies ([4B6-36](#)). The president also began weekly virtual town halls for both students and employees to share vital information, COVID-19 updates, and other relevant updates to the college community ([4B6-37](#), [4B6-38](#)).

Los Angeles Southwest College's president is also a regional, statewide, and national leader as a representative of the LASC and its community. Examples of the president's leadership include participation in the Community College League for California, California Community College Women's Caucus, the Los Angeles/Orange County Regional Consortium, League for Innovation, and American Association for Community Colleges ([4B6-39](#), [4B6-40](#), [4B6-41](#)). The president delegates communication effectively by directing the Office of Public Relations to support all communication efforts. The president also instills a sense of pride and celebration through annual events hosted by the President's Office ([4B6-42](#)).



Analysis and Evaluation

Los Angeles Southwest College's president has developed strong and effective relationships with internal and external communities. The college president consistently and effectively communicates with all partners, students, the campus community, chancellor, and Board of Trustees.

Conclusions on Standard IV.B: Chief Executive Officer

The president fulfills the leadership and governance responsibilities documented by Board policies, administrative procedures, and statutes as required by the ACCJC Accreditation general provisions within this standard. Los Angeles Southwest College's president is responsible for the institutions planning, organizing, budgeting, personnel selection, institutional effectiveness and accreditation; engaging the campus constituents to assure compliance with all accreditation requirements. The CEO also guides institutional improvements to teaching and learning by assuring quality research to allow for data-informed decision-making opportunities. The president is communicative, consistent, and uses multiple modalities to ensure all constituencies are informed and engaged with participatory processes. Los Angeles Southwest College's president is visible and engaged within the internal and external campus communities communicating frequently with the communities that the institution serves, including advocacy at the regional, state, and national levels. The President empowers campus leaders and the Budget Committee to ensure effective control of budget and expenditure. The president has continuously invested in overseeing and evaluating the institution's structure, ensuring the college is right-sized and able to fulfill LASC's missions, vision and purpose, while delegating authority as needed.

Evidence List Standard IV.B

Standard IV.B.1

[4A1-01_PartDecnMakHndbk](#)

[4A1-11_PRTSummaryReport](#)

[4A3-01_CCOpAgrmt](#)

[4B1-01_PresAnnouncement](#)

[4B1-02_PresCnsltAcadSenate](#)

[4B1-03_AcadSenateMeetings](#)

[4B1-04_PresCnsltUnionLdrshp](#)

[4B1-05_PresCnsltASO](#)

[4B1-06_PresCabinetAgenda](#)

[4B1-07_BP7120](#)

[4B1-08_HRGuideR120](#)

[4B1-09_PresFinalInterviews](#)

[4B1-10_AP7120](#)

[4B1-11_FHPCReport](#)

[4B1-12_FHPPresResponse](#)

[4B1-13_SenateRlsTimeAsgmts](#)

[4B1-14_EqtyAllianceA2MEND](#)

[4B1-15_EqtyAllianceReg](#)



[4B1-16_A2MENDTraining](#)
[4B1-17_A2MENDAnnualConf](#)
[4B1-18_LdrshpTeamRetreat](#)
[4B1-19_LdrshpTeamAtndList](#)
[4B1-20_PresOfficeRetreat](#)
[4B1-21_TrainTrainerLdrshpOp](#)
[4B1-22_IEPIRequestLetter](#)
[4B1-23_IEPIPlan](#)

Standard IV.B.2

[4A1-01_PartDecnMakHndbk](#)
[4A2-04_BudgetOpAgreement](#)
[4A3-01_CCOpAgrmt](#)
[4A3-04_BudgetCommMinutes](#)
[4A3-08_FPCMinutes](#)
[4A3-13_SEAPACOpAgrmt](#)
[4A3-14_SEAPMinutes](#)
[4A7-05_HRTskFrc](#)
[4A7-07_HRRestPlanUpdate](#)
[4A7-09_HRPlan](#)
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[4B2-01_SRPInfo](#)
[4B2-02_SRPFAQ](#)
[4B2-03_HRPlanComn](#)

Standard IV.B.3

[1A2-01_20212026SEMP](#)
[1B1-04_StratPlanRetreat](#)
[1B3-01_InstitutionSetStd](#)
[1B3-05_ISSDashboardData](#)
[1B3-06_CollegeFactBook](#)
[1B4-03_ResourceAllocHandbk](#)
[1B6-03_DisagDashboardData](#)
[4A1-01_PartDecnMakHndbk](#)
[4A6-07_PresidentsPriorities](#)
[4B3-01_SEAPFundRqstForm](#)
[4B3-02_SEAPFundRubric](#)
[4B3-03_FactSheet](#)
[4B3-04_DataRqstForm](#)
[4B3-05_PresMondayComn](#)

Standard IV.B.4

[1B8-01_OnlinePresence](#)
[1C1-07_ACCJCMidtermReport](#)



[4A1-01_PartDecnMakHndbk](#)
[4A1-02_AB1725](#)
[4B4-01_AcredFollowUp](#)
[4B4-02_AcredUpdate](#)
[4B4-03_AcredCommAgenda](#)
[4B4-04_PresidentsCabinet](#)
[4B4-05_AcademicSenate](#)
[4B4-06_CollegeCouncil](#)
[4B4-07_ISERTraining](#)
[4B4-08_CCemailApprvl](#)
[4B4-09_AcredCommTimeline](#)
[4B4-10_AccredTeams](#)
[4B4-11_AcredCommAgenda](#)
[4B4-12_AcredTriChairResp](#)
[4B4-13_AccreditationNews](#)
[4B4-14_CampusUpdates](#)
[4B4-15_AcredMeetUpdate](#)

Standard IV.B.5

[1B4-03_ResourceAllocHandbk](#)
[4A1-01_PartDecnMakHndbk](#)
[4A1-03_2020FscIRecReport](#)
[4A1-04_FscIRecTskfrChrg](#)
[4A1-10_2021IIandEPlan](#)
[4A3-01_CCOpAgrmt](#)
[4A7-07_HRPlan](#)
[4B5-01_ChncIrcabinetAgenda](#)
[4B5-02_PresCabinetAgenda](#)
[4B5-03_DistrictCollegeComm](#)
[4B5-04_AdminMeeting](#)
[4B5-05_SprvrsMeeting](#)
[4B5-06_BudgetCommAgrmnt](#)

Standard IV.B.6

[1B9-02_BudgetEnrlSummit](#)
[4B6-01_WAthensWstmntTskfr](#)
[4B6-02_BusinessBreakfast](#)
[4B6-03_PrincipalsBreakfast](#)
[4B6-04_Instagram](#)
[4B6-05_Twitter](#)
[4B6-06_CougarConnection](#)
[4B6-07_LASCAAnnualRprt](#)
[4B6-08_YouTube](#)



[4B6-09_PresMondayComn](#)
[4B6-10_PresEmailComn](#)
[4B6-11_VrtTwnHalAgenda](#)
[4B6-12_YouTubePresWelcome](#)
[4B6-13_SpringFlex](#)
[4B6-14_CovidTestingEvent](#)
[4B6-15_COVID19_Vaccination](#)
[4B6-16_FoodDistribution](#)
[4B6-17_ThnxGvnFoodDist](#)
[4B6-18_FoodForAll](#)
[4B6-19_FluClinic](#)
[4B6-20_VotingCenter](#)
[4B6-21_LASentinel](#)
[4B6-22_PBIGrantNwsRlse](#)
[4B6-23_NBCLosAngeles](#)
[4B6-24_ABC7LA](#)
[4B6-25_HHM](#)
[4B6-26_ASOHHM](#)
[4B6-27_BHM](#)
[4B6-28_WHM](#)
[4B6-29_LGBTQPlus](#)
[4B6-30_StmntUnrestWashDC](#)
[4B6-31_ChristchurchMosque](#)
[4B6-32_PresMondayComn](#)
[4B6-33_StdntsPandemicMsg](#)
[4B6-34_ChncldrMnthlyRprt](#)
[4B6-35_FoundationBoardMeet](#)
[4B6-36_EOCICSCronavirusMeet](#)
[4B6-37_EmployeeVrtTwnHall](#)
[4B6-38_StudentVrtTwnHall](#)
[4B6-39_CEOSLPAdvsryComm](#)
[4B6-40_CEOSCFFTskfr](#)
[4B6-41_AspenInstituteCEP](#)
[4B6-42_CelebCougarsEvnts](#)

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 ([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](#) pgs. 14-18). 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, 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 ([4B1-10](#)). 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 ([DIVC3-05](#)). All contract renewals are based on annual evaluations with final approval by the Board ([DIVC3-06](#)).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 ([DIVC3-07](#)). Annual evaluations ([DIVC3-08](#)) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument ([DIVC3-09](#)). 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 ([DIVC3-10](#)). Contributor groups include faculty, staff and administrative representatives.

AP 7120 also 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 July 6, 2022, with the previous president having been in office from July 1, 2018, through June 30, 2022.



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 monthly meetings and subcommittee meetings 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, and 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, 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)
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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](#)). 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 ([4A2-08](#), [4A2-01](#)). 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 ([4A2-08](#)). All Policies are reviewed for effectiveness and brought to the Board for review through noticing ([DIVC7-08](#)) and approval of the Board ([DIVC7-06](#)), and



for more detailed review at the subcommittee level as needed ([DIVC7-09](#)). The Board is informed in their decision-making by a system of consultation ([4A2-01](#)) 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 ([DIVC7-10](#), [DIVC7-11](#)).

- 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 ([4A2-08](#)), 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 IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC ([DIVC13-02](#)). 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 Standard IV.C

Standard IV.C.1

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[DIVC1-03_BP_2410](#)

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[DIVC4-09_ACCTPresentation](#)

Standard IV.C.5

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[DIVC1-03_BP_2410](#)
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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 accomplished 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](#), [DVID2-05](#)).

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 ([4B1-01](#)).

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 ([DIVD4-01](#)). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement ([DIVD4-02](#), [DIVD4-03](#)).

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) ([DIVD1-01](#)). 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 ([DIVD5-01](#)). 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 ([DIVD5-02](#)).



The District Strategic Plan was approved by the Board in January 2018 ([DIVD5-03](#)) 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 ([DIVD5-04](#)) and approved by the Board as a whole ([DIVD5-05](#)).

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 CTE 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. As outlined in Standard 4B5, at the District level the college president meets regularly with the Chancellor’s cabinet, and at the local level the president meets weekly with the three campus Vice Presidents, the Dean of Institutional Effectiveness and the Public Relations Manager. Each member of the president’s cabinet meets regularly at the District Management Councils and Campus Committees to ensure all initiatives align with the College’s values (4B5-03). In addition to meeting regularly with the Academic Senate president and campus union leadership, the president also facilitates monthly Administrator meetings and quarterly Administrator, Supervisor, and Manager Meetings to ensure broad-based communication and assurance of institutional practices being consistent with the mission and values of the college (4B5-04, 4B5-05). These meetings provide feedback to the president from all levels of leadership within the institution.

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). At LASC, the college president provides reports at the monthly College Council meetings, and information updates through her Monday morning emails, and weekly and monthly Cougar Connection newsletters (4B4-06, 4D6-01, 4D6-02, 4D6-03).

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (DIVD6-17). 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 on 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 Standard IV.D

Standard IV.D.1

- [DIVD1-01_DSP_1823](#)
- [DIVD1-02_FrmwrkRacEquity20](#)
- [DIVD1-03_BoardGoals22](#)
- [DIVD1-04_BP_2430](#)
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- [DIVD1-06_BP_7110](#)

Standard IV.D.2

- [DIVD2-01_DPC_052821](#)
- [DIVD2-02_AccredCmt082120](#)
- [DIVD2-03_AccredMatrix](#)
- [DIVD2-04_GovSurveySpr21](#)
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Standard IV.D.3

- [DIVD3-01_ECDBCagenda042319](#)
- [DIVD3-02_DBCMins051519](#)
- [DIVD3-03_AllocationModel](#)
- [DIVD3-04_Debt_Model](#)
- [DIVD3-05_AccountModel](#)
- [DIVD3-06_ExtAuditRep2020](#)

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- [4B1-01_PresAnnouncement](#)
- [DIVD3-05_AccountModel](#)
- [DIVD4-01_HR_E-210A](#)



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[DIVD5-01 DPC DSP062017](#)
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[DIVD5-04 IESS Planning](#)
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[DIVD7-01 GovHandbook](#)
[DIVD7-02 GovSurveyComp2019](#)
[DIVD7-03 DPCSurveySp21](#)



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