PEER REVIEW TEAM REPORT

Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, CA 91401

This report represents the findings of the Peer Review Team that conducted a focused site visit to Los Angeles Valley College from February 27 - 28, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Eva Bagg, Ph.D.
Team Chair

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Los Angeles Valley College
Peer Review Team Roster
TEAM ISER REVIEW

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Superintendent-President

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Porterville College
President

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San Mateo County Community College District
Executive Vice Chancellor for Administrative Services

**Los Angeles Valley College
Peer Review Team Roster
FOCUSED SITE VISIT**

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Dr. Kevin Bontenbal
Vice President

Summary of Focused Site Visit

INSTITUTION: Los Angeles Valley College

DATES OF VISIT: February 27 – 28, 2023

TEAM CHAIR: Dr. Eva Bagg

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A five-member peer review team conducted a Focused Site Visit to Los Angeles Valley College on February 27 and 28, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a virtual pre-Focused Site Visit meeting with the college CEO on January 19, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 20 faculty, administrators, classified staff and students in a group interview and while touring the campus and visiting several department areas. The team held one open forum on February 27, which was well attended and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

None.

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

District Commendations:

Commendations:

The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

Los Angeles Valley College (LAVC) was established in 1949 in order to meet the higher education needs of the rapidly growing San Fernando Valley. At the time it was founded, the college served 439 students and had a faculty of 23 members. The campus consisted of five bungalows that were then located on the campus of Van Nuys High School.

Currently, LAVC serves residents in the San Fernando Valley communities, which include North Hollywood, Van Nuys, Panorama City, Pacoima, Burbank, and Sherman Oaks.

The College serves over 15,000 students. The student population at LAVC had begun to decline since fall 2015. The same trend is mirrored by the Los Angeles Community College District. Fall 2020 marked a steeper decline attributable to the effects of the worldwide Covid-19 pandemic. Enrollment recovery is underway with the 2022-23 academic year.

The College's diverse student body is reflective of the region it serves. Many communities in the eastern portion of the San Fernando Valley include a high percentage of people of Hispanic descent. LAVC is designated as a Hispanic-serving institution (HSI).

LAVC continues its $704 million renovation and building project to improve the campus' aging facilities and create modern, efficient spaces for enhanced collaboration and learning. This work is funded through voter-passed Propositions A, AA, and Measure J.

Since 2016, LAVC opened a new Administration and Career Advancement Center, which houses administrative offices, classrooms, and a conference center. The completion of the Monarch Athletic Center added new baseball and softball fields and a stadium field house with classrooms, locker rooms, and a weight room.

In December 2020, the College demolished its 1950's bungalows, which are the College's original classrooms on the southside of the campus, to make way for the new Academic Complex 1. Academic Complex 1 includes classrooms, office spaces, and computer labs that are designed to replace several buildings that currently house the following departments: Business, Computer Science Information Systems, Emergency Services, Mathematics, Psychology/Statistics, and Sociology/Ethnic Studies.

In November 2022, the college celebrated the opening of its new Mosaic Village: Unity Center, which is the new home of the LAVC Dream Resource Center, Rainbow Pride Center, Puente Program, and Basic Needs Center.

Scheduled for completion this academic year, is the new Valley Academic & Cultural Center, which will bring the Media Arts Department and the Theater Arts Department into a single complex to create a more collaborative learning environment and greater creative inspiration.

A new Academic Building 2 will also be constructed (at the location of the current Theatre Arts building) to replace existing buildings that presently house the English, Communication Studies, Applied Technology, and World Languages and Cultures departments.

At the time of the ISER Review, the team was impressed with the College's description of a very robust viability review process. At the focused site visit, the team met with faculty and administrators who established the process, experienced it as their own programs underwent viability review, and have been working to continually refine the process. The team was further impressed to learn that despite considerable time and effort that goes into creating and supporting work groups dedicated to participating in viability reviews, the college has sustained the effort because of a shared commitment to high quality programming. The team also learned through interviews with faculty and administrators that the process of digging deep into quantitative and qualitative data, considering multiple factors that contribute toward the unique evolution of a program, and engaging in meaningful and highly collaborative dialogue with faculty peers from both within and outside the department undergoing the viability review, has contributed to a collective appreciation for cross-disciplinary dialogue and evidence-based inquiry about instructional programs at LAVC.

The team was further impressed by LA Valley College's commitment toward anti-racism and to supporting the diverse students it serves. This was evidenced from the ISER and by the Focused Site Visit Review Team's observation of the new Mosaic Village established near the center of campus and home to faculty and staff running programs focused on the unique needs of diverse student groups. The team heard comments that students talk about LA Valley College as "a large college that feels small" because of the high-touch supports that the college provides.

Eligibility Requirements

1. Authority

The evaluation team confirmed that Los Angeles Valley College (LAVC) is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. Los Angeles Valley College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The elected seven-member Board is responsible for the academic quality, integrity, and financial stability of the institution, as well as for ensuring that the institution's mission is being carried out.

Conclusion: The College meets Eligibility Requirement.

2. Operational Status

The evaluation team confirmed that Los Angeles Valley College has operated continuously since 1949 and currently serves approximately 16,000 students from the San Fernando Valley communities who are actively pursuing certificate and degree completion. In spring 2021, the college awarded 2197 Associate degrees and 1500 certificates of Achievement.

Conclusion: The College meets Eligibility Requirement.

3. Degrees

The evaluation team confirmed that Los Angeles Valley College offers a total of 188 degree and certificate options Associate in Arts and Associate in Science degrees. This includes 26 AAT/AST degrees, 63 Certificates of Achievement, and 10 Skills Certificates and 17 Noncredit Certificates of Completion. Most of the College's academic programs lead to a degree, and the degrees and requirements are identified in the college catalog.

Conclusion: The College meets Eligibility Requirement.

4. Chief Executive Officer

The evaluation team confirmed that the Los Angeles Community College District (LACCD) Board of Trustees employs a Chancellor as the chief executive officer and has direct oversight of the Los Angeles Valley College President. The President of Los Angeles Valley College serves as the chief executive officer of the College and was appointed by the Board of Trustees in August

2019. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the Chancellor and College President to administer board policies and implement administrative procedures.

Conclusion: The College meets Eligibility Requirement.

5. Financial Accountability

The evaluation team confirmed that Los Angeles Community College District (LACCD) documents its funding apportionment through the Board-adopted District Allocation Model. The District's funding structure assures the College's financial resources are stable and sufficient to support the colleges' programs and services. The College has a comprehensive program review allocation process that aligns budgeting with the mission and needs of the college.

The evaluation team confirmed that the Los Angeles Community College District (LACCD) undergoes annual independent external audits for the District and the College. Audits results and financial conditions are made available at public board meetings.

Conclusion: The College meets Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

No third party comments related to the institution's comprehensive review visit were submitted to ACCJC. The institution solicited third party comment in advance of the comprehensive review visit by providing a link to the ACCJC online form for submitting third party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution has defined elements of student achievement across the institution and within each instructional program and has identified the expected measure of performance within each defined element. Institution-set standards are systematically reviewed and published on the college's website. Institution-set standards and student achievement and assessment data guide program self-evaluation and serve as catalysts for program viability review as necessary.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LAVC utilizes institutional policies that are consistent with generally acceptable norms in awarding course credit, degrees and certificates. Articulation agreements are in place with of California college systems. eLumen is used to calculate units to hours in awarding credit.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LAVC uses the ASSIST platform to list institutions with which it has established articulation agreements. Policies and procedures are found in multiple documents and web pages detailing the transfer of eligible credit. The college catalog details additional information regarding the transfer of credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed a sample of classes scheduled for remote instruction and found that Los Angeles Valley College (LAVC) meets the Commission's requirements for distance education. The team found evidence of regular and substantive interaction between students and the instructor on a predictable basis. The team confirmed that comparable learning support and student support services are available for distance education students. The team validated that the technology infrastructure is sufficient to maintain distance education, including online technical support and student authentication The team noted that the LAVC provides a variety of professional development topics for teaching online, including accessibility, course design, DE policies, and the college's early alert system. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education. It was noted that LAVC does not have Correspondence Education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College provides clear policies and procedures for handling student complaints, and the policies and procedures are accessible to students in college Catalog and online. Student complaint forms and processes are clear and accessible on the college website. The team analysis of the student complaint files for the previous seven years confirmed that the College has demonstrated accurate implementation of the complaint policies and procedures.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College provides accurate and clear information about its programs, locations, policies, and accreditation status to students and the public.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Los Angeles Valley College's (LAVC) mission statement, core values, and the documents that support the mission statement such as the Educational Master Plan (EMP) demonstrate LAVC's commitment to ensuring student learning, inclusion, growth, and achievement. LAVC uses a variety of different types of data from its Office of Institutional Effectiveness (OIE) to shape and inform the mission statement and uses data to analytically evaluate progress in meeting goals, improvement plans, and how the college can best serve its community. LAVC has published its mission statement and core values in the college's catalog, on its website, EMP, and on participatory governance committee meeting agendas.

Findings and Evidence:

In exploring LAVC's mission statement, the college made it easy to understand how it is committed to serving its students, community, and having a focus on equity and inclusion. To communicate to the campus and local community, LAVC has published its mission statement and core values in the college's catalog, on its website, EMP, and on participatory governance committee meeting agendas in addition to its core values listed with its mission statement. Regarding its data for what the labor market needs and what would help its students the most, LAVC has started the process of revising its mission statement to include bachelor's degrees. (I.A.1,ER 6)

Los Angeles Valley College showed that it uses qualitative and quantitative data to measure whether or not it is meeting the ideals of the mission statement. The data comes from their Office of Institutional Effectiveness (OIE) and is used by the various departments, units, and committees. All data is published for public consumption. Qualitative data from LAVC came from outside sources such as the Strength, Weakness, Opportunity, and Threat (SWOT) Analysis in 2021. It is noteworthy that LAVC uses both quantitative data (using raw numbers) and qualitative (using people's perceptions) to inform them of the accuracy of the mission statement and how it can be improved. (I.A.2)

LAVC uses its annual program review process to align its mission to its programs and community services. Annual program reviews allow for ongoing improvements to have the

most efficient distribution of resources for the college's various programs and areas and create a realistic and accurate database that provides rationales for future decision-making. LAVC uses its EMP to guide its institutional decision-making. Part of this decision-making process is using its Educational Planning Committee (EPC) to establish baselines to guide planning efforts. In addition to the EPC, the college used institutional plans such as its Technology Plan and Facilities Master Plan that supports the EMP. Keeping track of all the data and planning is the Institutional Effectiveness Council (IEC) which collects all the data and committee findings and after final approvals at the IEC forwards recommendations to the college President. (I.A.3)

Los Angeles Valley College clearly communicates its mission statement and core values that are repeatedly reviewed and scrutinized to be certain all activities of the college are in accordance with those values. The mission statement and core values are published in the college's catalog, on its website, EMP, and on participatory governance committee meeting agendas. (I.A.4, ER 6)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Los Angeles Valley College (LAVC) assures academic quality and institutional effectiveness through collegial dialogue, regular assessment of student learning and achievement, and a comprehensive program review process linked to resource allocation and accomplishment of the institution's mission. Assessment and program and committee evaluation activities are shared through the college website and employee intranet and informs goal setting and institutional planning. Data, including student assessments, institution set standards and disaggregated outcomes, are also published and drive program evaluation and improvement and are used as catalysts for the college's comprehensive viability process when needed.

Findings and Evidence:

The team found LAVC has in place mechanisms and processes to ensure sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is occurring. LAVC's program review process is central to these conversations. Instructional and non-instructional units review data to identify areas of strength or areas of improvement and to address modules related to learning or service outcomes, student achievement and equity. Resources needed to improve student outcomes, institutional effectiveness, and equity are documented through the program review process. Collection of student survey data and the college's participatory governance structure create additional opportunities for dialogue to

occur across campus constituencies. One example given is the college's Program Effectiveness and Planning Committee (PEPC) whose members engage in discussions to establish institution-set standards, which in turn inform the college's viability process. (I.B.1)

The team found LAVC has an established cycle for assessing course, degrees and certificates, and non-instructional services learning outcomes. The college uses eLumen to house and track assessment data and a listing of course SLOs is available on the college's website. The college's Outcomes Assessment Committee (OAC) maintains a SharePoint site with information on how to navigate eLumen, how to create and assess SLOs, and the timeline for course SLO assessment according to the department assessment plan (DAP). Service Outcome Module and PEPC minutes show how student learning support services are assessed and reviewed through the college's participatory governance structure. After reviewing Service Outcome Module completion, the OAC recognized a need to improve completion of non-instructional services learning outcomes (25% of Service Outcome Modules were either incomplete or left blank). The team reviewed evidence in the OAC SharePoint of SAO trainings occurring in Spring 2021 and Spring 2022 (I.B.2, ER11).

The college follows a process for establishing, publishing, and utilizing institution-set standards (ISSs) to promote the continual improvement of its programs. The college sets ISSs by completion of an initial review and proposal by the PEPC and subsequent discussion and approval through the college's participatory governance structure. PEPC posts the college's ISSs, most recently updated in 2021-22, along with its rationale. Through the Data – Achievement module of program review, areas are asked to compare their success, retention, and awards data to the ISSs and provide an improvement plan when area outcomes fall below the standard. ISSs are the catalysts used to determine which academic areas will enter the viability process. The Technology Viability Report provided as evidence confirms the viability process is robust and data informed. The report shows the cross-constituent make-up of the workgroup, the variety of quantitative and qualitative data gathered and reviewed, and recommendations for further action. (I.B.3, ER 11)

Using its established Student Learning Outcome Assessment Cycle, the college ensures assessment data is collected and utilized to sustain and improve student learning and achievement. Instructional and non-instructional areas complete the program review SLO Summary and Service Outcomes modules respectively. Program review evidence demonstrated these analyses are used to set area goals and identify resource needs. Assessment data is reviewed institution-wide by the OAC. The OAC reviews the proportion of areas who completed the module, identifies actionable trends and themes across the SLOs to increase student learning (e.g., tutoring, equity-minded professional development), and discusses opportunities to improve the module for future cycles (e.g., review of the 2020 Service Outcome report revealed opportunities for improving the completion rate and quality of the Service Outcomes module). (I.B.4)

The college's Educational Master Plan (EMP) serves as the guiding plan for accomplishing its mission and is central to college planning and assessment efforts. In its Institutional Assessment

Guide, the college shows how its assessment policy is directly informed by the mission of the college. The prompts of the program review Goals Module direct programs to link short and long-term goal setting to the mission, vision, Guided Pathways, and other key components of the EMP. The college's OIE publishes a variety of data dashboards analyzing student success and achievement. These dashboards include multiple filters to allow programs the ability to disaggregate student data by student demographics, timeframe, and mode of delivery. Qualitative data, such as the student survey administered in Spring 2021 and student focus groups conducted with the assistance of the RP Group in March 2021, contribute to analysis of student achievement and satisfaction with the college and determination of strengths and opportunities for improvement. Additionally, programs in the viability process analyze quantitative and qualitative data to inform program improvement plans. (I.B.5)

The team found the college analyzes disaggregated data to identify performance gaps among different student groups, develop and implement strategies, and document resource needs through processes such as annual program review and development of the college's Student Equity Plan. The Office of Institutional Effectiveness serves a key role in analyzing, reporting, and sharing disaggregated data to the institution. Review of data dashboards created by the OIE indicate student outcomes and achievement metrics are disaggregated by different demographic categories and subgroups. Prompts within the Program Review Achievement and SLO Modules ask areas to identify existing equity gaps which can then be linked to the implementation of strategies potentially requiring additional fiscal, human, or other resources. (I.B.6)

College practices are regularly reviewed across all areas of the institution through a participatory governance committee self-evaluation process. Committees assess multiple aspects of committee function including membership engagement (i.e., attendance), progress toward current year's goals, accomplishments and challenges, and recommendations for continued improvement. The Institutional Effectiveness Council (IEC), the College's primary participatory governance body, engages in an annual retreat resulting in recommendations to improve the college's governance structure. The District's former Administrative Regulations, which are applied by the colleges to meet their mission, are being reviewed and converted to Administrative Procedures aligned with the new CCLC templates. (I.B.7)

LAVC broadly communicates the results of its assessment and evaluation activities, including annual program review and SLO and SAO data, on its website. The OIE prepares data dashboards and infographics and fulfills custom data reports, which areas can use to analyze how they may be differentially supporting different student populations. Identified weaknesses across the college inform continuous improvement planning efforts. For example, as provided in the evidence, review of institutional planning needs resulted in the formation of the Strategic Integrated Planning Taskforce to coordinate campus planning efforts and priority setting. This Taskforce set strategic priorities for 2020-2022 in three areas (equity, access, and success), citing data considered when formulating its proposal. (I.B.8)

The team found the college's annual program review process and resource allocation is systematic, broad-based, integrated, and data informed. Student learning and achievement analyses determine program strengths and weaknesses resulting in the development of goals and action plans linked to the objectives of the EMP. Technology, physical, and human resources needed to meet goals are documented within different modules of program review. Resource requests are prioritized based on linkages to department- or institutional-level objectives. The broad-based nature of program review is evidenced by the assignment of appropriate committees and/or division heads to review specific program review modules and identify college planning needs. Program review is not just an opportunity for interdepartmental dialogue and planning. Data comparing the college's ISSs to area outcomes are used as catalysts to initiate the viability process, a comprehensive, multi-year review involving intradepartmental dialogue. The team was impressed with this faculty-led viability process that includes a comprehensive quantitative and qualitative analysis and focuses on cross-functional support and improvement for the programs. (I.B.9, ER 19)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations
Los Angeles Valley College (LAVC) assures institutional integrity by providing accurate and clear information to students, employees, and the public regarding the College's mission statement, core values, learning outcomes, educational programs, and student support services. LAVC disseminates information through a variety of ways such as the College's website, college catalog, class schedule, faculty handbook, and student handbook. The College accurately describes its accreditation status through disclosure of accreditation reports and timely response to the Commission's directives. The appropriate Board Policies and Administrative Procedures provide clear and detailed information to demonstrate the College's commitment to maintain integrity and clear processes through its established participatory governance structure. Academic Policies and Standards of Student Conduct provide clarity of academic integrity and clearly describe a process for student conduct and discipline, consequences of violating the Standards of Student Conduct, and a due process for students to ensure student rights. The information is available to students in the college Catalog and on the college website.

Findings and Evidence:

LAVC provides clear and accurate information through a variety of mechanisms such as its website, college catalog, and class schedule. For example, the mission statement is published on the college website and college catalog. Course Outlines of Record (CORs) describe the

learning outcomes, subject topics, and instructional methods. There are three levels of outcomes related to student learning outcomes (SLOs): course outcomes, program outcomes, and service area outcomes. The College Catalog provides clear and accurate program requirements and course descriptions for all educational programs offered at LAVC. Information about the student support programs and services as well as academic resources are available online, in the college catalog, class schedule, and the New Student Handbook. The College's accreditation status, accreditation reports and other documents are available on the website and in the Catalog. After a review of the LAVC website, college catalog, class schedule, New Student Handbook, the Team confirmed that LAVC provides clear and accurate information about the mission statement, learning outcomes, academic programs, student support services, and accreditation status. (I.C.1, ER 20)

The LAVC Catalog is published every academic year. The current and past catalogs can be viewed online and/or downloaded. The Catalog provides clear and accurate information about educational programs, student support services, academic policies, district and college policies, and more for students, employees, and the public. The Office of Academic Affairs oversees the established catalog review process to ensure accuracy and timely publication of the college Catalog. Departments and programs review their respective sections of the Catalog to ensure currency and accuracy. As changes occur after the Catalog is published, updates are made to the online catalog addendum, which is accessible by students, employees, and the public. (I.C.2, ER 20)

The LAVC publishes achievement data, assessment reports, interactive dashboards, infographics on the website, and it is accessible by current and prospective students and the public. The LAVC Fast Facts webpage provides a nice snapshot of the student achievement data, the number of degrees and certificates awarded, and the institution set standards. External resources include the California Community College Student Success Metrics, the CCCCO Data Mart, the Student Success Scorecard, and the Cal-PASS Plus LaunchBoard. Student Right to Know data on completion and transfer rates are also available online and in the college Catalog. The College's Office of Institutional Effectiveness provides student achievement data and survey result analysis to departments and programs for program review and outcome assessment. (I.C.3, ER 19)

The LAVC Catalog provides program information about the certificates and degrees. Students can read more about each program in terms of its purpose, content, and course requirements in order to make an informed decision about their program of study. More detailed information about the course content, instructional methods, and expected learning outcomes are documented on the Course Outline of Record. The Program Mapper is a helpful tool to help students understand the program learning outcomes and course recommendations and/or sequence by term. Course and program learning outcomes are available on the college website and can be found in eLumen, a curriculum and SLO software system. Course learning outcomes are published on the course syllabus for students' information. (I.C.4)

Board Policies and Administrative Procedures are developed and regularly reviewed through the established participatory governance process at both the college and District levels. Board Policies and Administrative Procedures are accessible through BoardDocs online. Representatives from the College have the opportunity to provide input, and the participatory governance committees make recommendations before the policies and procedures are adopted. The Participatory Governance Handbook and the Viability Review for Educational Programs document clearly describe the roles, responsibilities, and processes within the participatory governance structure to assure integrity in all representations of its mission, programs, and services. The Team commends the College for establishing a clear process for viability review for educational programs and making intentional and informed decisions on program viability and discontinuance. (I.C.5)

Information about tuition and fees, cost of textbooks and instructional materials, and financial aid is available on the college website and in the college Catalog. Students can see the costs of textbooks and purchase their textbooks for each course on the LAVC Monarch Store. Students can sell back their textbooks through the bookstore website. There is a dedicated Zero Textbook Cost (ZTC) and/or Open Educational Resources (OER) webpage for students with instructions on how to search specific classes that have free textbooks on the online class schedule. (I.C.6)

After reviewing the Board Policies 4030 and 1200, the college Catalog, LACCD Faculty Guild Collective Bargaining Agreement – Article 4, and the Faculty Handbook, the Team confirmed that the College publishes governing board policies on academic freedom and responsibility. These policies make clear the College's commitment to academic freedom and integrates its commitment in the College's Core Values. On the Student Evaluation of Classroom Instructor form, students also have an opportunity to evaluate whether the instructor "creates an environment in which it is safe to seek help, ask questions, or express opinions, which differ from those of the faculty member." (I.C.7, ER 13)

The LACCD establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 5500 – Standards of Student Conduct, Administrative Procedure 5520 – Student Discipline, Administrative Procedure 5530 – Student Rights and Grievances provide clear and detailed information about the standards of student conduct, consequences for violating these standards, student rights, and grievance processes. In addition to the information on the LACCD website, information about the Standards of Student Conduct and Disciplinary Action, policy on academic integrity, grade grievance processes and procedures, examples of academic dishonesty and consequences of violating the Standards of Student Conduct are detailed in the Academic Policy section of the college Catalog. There is a brief statement on the cover of the LAVC Examination Book about academic integrity and honesty including a line for the student's signature of acknowledgement (I.C.8)

Faculty are expected to distinguish between personal conviction and professionally accepted views and present information fairly and objectively. Both the Faculty Handbook and the LACCD Faculty Guild Collective Bargaining Agreement include faculty duties and obligations and

performance evaluation. Performance evaluations in the faculty contract include the requirement to teach course content "that is appropriate to the official course outline of record congruent with standards set by the discipline". According to the Spring 2021 LACCD Student Survey, a total of 84% of respondents agreed or strongly agreed that instructors at LAVC present information fairly and objectively and distinguish between personal conviction and professionally accepted views in class. Board Policy 4030 – Academic Freedom clearly defines Academic Freedom and it cannot be separated from the equally important responsibility to uphold the District's professional ethics policies for faculty and other employees. (I.C.9)

The College does not require conformity to specific codes of conduct other than the Standards of Student Conduct for students and the ethics policies for employees. The LAVC gives clear prior notice of the Standards of Student Conduct to students, employees, and the public in the Catalog and in Board Policy 5500 – Standards of Student Conduct. The LACCD Personnel Commission has Laws & Rules for all classified employees, and it also describes consequences of violating these laws and rules. Employees have the right of appeal and the procedures are documented in the LACCD Personnel Commission Laws & Rules. (I.C.10)

LAVC does not operate in foreign locations. (I.C.11)

The Team reviewed previous institutional self-evaluation report, accreditation reports, follow-up report, midterm report, substantive change report, and letters from ACCJC on the College's accreditation website. The Team found that the College complies with the ACCJC Eligibility Requirements, accreditation standards, Commission policies, guidelines, requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College discloses appropriate information as required by the Commission on the college website and in the catalog for students, employees, and public access. The LAVC responds to meeting requirements by the Commission's established deadlines and carries out the accrediting responsibilities. (I.C.12, ER 21)

The College demonstrates honesty and integrity in its relationships with external agencies – businesses, other colleges and college districts, the media, the CCCCO, neighborhood associations, chambers of commerce, and federal, state, county, and city governmental bodies and legislators. The Team confirmed that the College accurately describes its accreditation status with ACCJC, the Commission on Accreditation for Respiratory Care for accrediting the College's Respiratory Therapy Associate of Science Degree, and the California Board of Registered Nursing for the College's Registered Nursing Associate of Science Degree. The LAVC submits all required data and reports to the California Community Colleges Chancellor's Office. Data about the College are accessible through the California Community Colleges Chancellor's Office Management Information System Data Mart. The LAVC Athletic Program is a member of the Western State Conference, California Community College Athletic Association, Southern California Football Association, and the California Community College Baseball Coaches Association. The LAVC Coaches Handbook provides important information including the overview the athletic program and Code of Ethics (I.C.13, ER 21)

Through a review of the relevant policies and procedures, the Team found that LAVC does not have investors, related or parent organizations requiring financial support, or external interests. The College follows the Board Policies 1100 – Los Angeles Community College District, Board Policy and Administrative Procedure 2710 – Conflict of Interest, Administrative Procedure 2712 – Conflict of Interest, Board Policy 2200 – Board Duties and Responsibilities, Board Policy 2715 – Code of Ethics/Standards of Practice, Board Policy 2716 – Board Political Activity, Board Policy 2717 Personal Use of Public Resources, and Board Policy 3300 – Public Records. The LAVC Foundation directly supports the College's programs and students through donations and scholarship opportunities. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The Los Angeles Valley College (LAVC) has policies and procedures in place to assure availability, and breadth and depth of quality instruction in order to serve its students and fulfill its mission. Procedures are in place to assess, revise and implement curricula changes based on student learning outcomes. Faculty drives these changes. Distance education offerings are reviewed to ensure comparable outcomes with in-person learning.

Findings and Evidence:

LAVC offers a wide array of course offerings, including certificates, degrees, transfer and continuing education. The institution's Academic Senate evaluates all new credit and noncredit programs for mission alignment and need in accordance with state requirements. Distance education programs undergo additional approval processes to ensure academic rigor on par with in person classes. Community courses outside of the regular department structure are compared to credit and noncredit courses to avoid conflict or duplication. Faculty receive detailed student success data to help with curricula revisions. There is a five-year cycle for all curricula to be reviewed. All SLOs have been evaluated, using aggregated and disaggregated data. Tracking is conducted by the LAVC Office of Institutional Effectiveness (OIC). (II.A.1, ER 9, ER 11)

LAVC uses an online platform (Elumen) to assist full and part time faculty in reviewing course outlines of record (CORs). Career technical education faculty conduct labor market analysis and engage with advisory boards to develop new course offerings and revise existing curricula. Professional development in teaching and learning are offered to faculty. Online teaching resources are available at a centralized webpage for review and used by faculty. Both peer and student evaluation data provide opportunities for faculty to improve the quality of instruction. (II.A.2)

There are policies and procedures in place to assure regularly occurring assessments of learning outcomes for all courses and programs. Part and full time faculty regularly assess student learning outcomes using a variety of methods. A policy exists that sunsets a course in which an assessment has not occurred within a three-year cycle. There is a policy in place that requires all faculty to provide a syllabus to their students during the first week of classes. Course syllabi are evaluated during faculty evaluations. (II.A.3)

LAVC clearly describes its pre-collegiate level courses from college-level offerings in department documentation and the College catalog. There are several resources that support basic skill acquisition, such as tutoring, a writing center, and reading and math labs. (II.A.4)

There are policies in place to assure programs and degrees follow common accepted practices in American higher education. LAVC degrees require a minimum of 60 semester units with at least 18 semester units of study in the major or area of emphasis. Practices are in place that ensure faculty primacy in areas of content development. The institution's curriculum committee reviews programs of study for appropriate depth, rigor, course sequencing, time to completion for degrees and programs. (II.A.5, ER 12)

The college requires that courses in a major must be offered at least every two years. A two-year schedule of classes in provided by department chairs so that appropriate course sequencing plans can be developed. (II.A.6, ER 9)

Students report a high level of satisfaction in regard to the quality of their education and with their professors. LAVC increased the number of online course offerings in response to student demand. The Distance Education Committee developed a self-assessment tool for potential online instructors (although I am unable to locate the actual quiz.) There is a focus on preparing instructors who teach students at risk of failing or repeating gateway courses (Teaching Innovations Academy). (II.A.7)

The institution reports that it does not use department wide course and/or program examinations.) (II.A.8)

LAVC utilizes institutional policies that are consistent with generally acceptable norms in awarding course credit, degrees and certificates. Articulation agreements are in place with of California college systems. eLumen is used to calculate units to hours in awarding credit. (II.A.9, ER 10)

Policies on transfer of credits are made available to students through multiple outlets. Resources are made available to students who seek information on transferable credit. LAVC utilizes typical and customary processes to evaluate coursework taken at other institutions for credit transfer. (II.A.10, ER 10)

Examples were provided of program level student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (II.A.11)

The team confirmed that administrative policy 4025 is in place to assure its degree programs have a carefully considered component of general education that is decided upon by faculty. The college's General Education subcommittee follows guidelines to accept courses as part of

the general education curriculum. State guidelines provide structure for development and analysis of course programming. (II.A.12, ER 12)

Faculty assesses the achievement of student learning outcomes specific to the discipline's degree. Faculty also selects course offerings and prerequisites that logically lead to a focused area of study. (II.A.13)

Career education programs meet with their advisory committees to discuss program development and ensure currency with industry standards and competencies. Evidence is provided for some programs in regards to certification pass rates. A regional consortium monitors the availability of programs to assure unnecessary duplication. (II.A.14)

There is a focus on ensuring that discontinuing a course does not unnecessarily delay a student's progress towards a degree or certificate. Processes are in place to allow a student to submit requests for course substitutions. (II.A.15)

Multiple assessment procedures are in place to ensure the quality of instruction. Most of these processes occur annually or on a 3-year cycle. Data is used to revise curricula. Advisory committee minutes reflect industry input into CTE programs. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Los Angeles Valley College (LAVC) supports the library and learning support services by providing equipment and resources that enhance student learning and the College's mission. The library and learning support services are regularly evaluated for adequacy and effectiveness in meeting student learning needs through a variety of methods, including various types of surveys, data sets, student learning outcomes, service area outcomes and program reviews. LAVC provides library and learning support services for all of their students regardless of location or mode of instruction, including providing reference services, workshops and tutoring available online 24/7. The library and learning support services collaborate with faculty experts and other professionals to ensure the appropriateness of resources, materials, and equipment, including working with outside vendors and institutions, in order to support student learning.

<u>Findings and Evidence:</u>

The team confirmed that Los Angeles Valley College (LAVC) is committed to the support of student learning by providing the library and learning support services with the resources and personnel needed to support students both online and in person. The library supports students regardless of location with 24/7 online periodical and eBook databases, online chat reference, online research and citation guides, and online and in-person library instruction. Additionally, the library provides instructional opportunities to students through individual librarian appointments, self-paced and in-person workshops, and robust library credit classes. The library spearheaded the Open Education Resources (OER) at LAVC, with an estimated savings of $3.2 million for students. The library ensures that the faculty and students are aware of their services through event marketing and professional development activities (II.B.1, ER 17).

The team verified that the Academic Resource Center (ARC) provides more than sufficient student learning support for both in-person and online students. There is an open access tutoring center that also includes the Writing Center, Math Center and embedded tutoring program. The ARC uses NetTutor to provide students with 24/7 tutoring support in addition to online tutoring through Canvas and in-person tutoring at the ARC. Additionally, the ARC provides tutoring for special populations, including EOPS, Trio, CalWorks, Nursing and Biology, as well as satellite services for the Family Resource Center, and UMOJA. The ARC also includes the computer commons lab for student computer and printer needs (II.B.1).

The team established that the Los Angeles Valley College library and student support services selects materials and equipment based on the recommendations of faculty, librarians, and student support professionals to improve student learning and enhance the achievement of the mission. The library engages faculty input through the professional development process, school meeting presentations, and through an online form to submit material requests. The library has a detailed collection development policy, along with the curriculum, and program review process to determine appropriate resources for all courses and programs at the College. The library and the Academic Resource Center uses surveys and data from the service area outcomes (SAO) to determine the effectiveness of their services and resources to support the College's mission (II.B.2).

The team determined that the Los Angeles Valley College evaluates the library and other learning support services to ensure that they are adequately serving student needs and are contributing to student success and retention. The library uses a variety of tools, including surveys, student learning outcomes (SLO) and student area outcomes (SAO), program review (PR), and other library planning documents to evaluate the library and support services in order to continually improve and expand the services needed to increase student success and achievement at the College. Library course SLOs and library and learning support services SAOs in conjunction with faculty and student surveys drive the services and resources offered at the library and learning support services. Additionally, the Academic Resource Center (ARC) used

data dashboards to verify that the success rates of students who use the centers has increased, especially in English and Math courses. The library uses assessment data from SAOs to identify areas where services could be improved or added, such as the development of 'Crunch Time' was created as a collaboration between various centers and the library after it was identified that students would benefit from a central location for learning support services in the library during finals. The library uses course SLOs to identify gaps in student learning to make adjustments to the course instruction, as well as to create new courses and programs (II.B.3).

The team ascertained that the Los Angeles Valley College collaborates with multiple outside vendors and institutions to support student learning and instructional programs. The library has contracts with vendors for databases, the library management system, and library tutorial and reference support tools. The library uses database and collection statistics to evaluate the usage of each database to ensure that the resources are meeting student research needs regardless of mode of delivery. The Academic Resource Center has formal agreements with NetTutor to provide online 24/7 access to tutoring and the CRLA Tutoring Certificate Program to ensure that the LRC tutors are trained to successfully support students. The ARC uses tutor, faculty, and student surveys as well as analytics from NetTutor to evaluate the program's effectiveness (II.B.4, ER 17).

Conclusions:

 The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides a variety of student support services both in-person and online. The College regularly evaluates the quality and effectiveness of student support programs and services through the annual and comprehensive program review process. The College collects and analyzes qualitative and quantitative data such as student achievement data and student survey results to make informed decisions and make continuous quality improvements. Student Services departments and programs also use disaggregated data such as ethnicity and gender to address equity gaps. Infographics are produced by the Office of Institutional Effectiveness about special populations to provide a clearer profile and understanding of the subgroups. The Team commends the creation of the Welcome Center, a one-stop resource for new, continuing, and prospective students, to help students successfully navigate through the college resources and enrollment process. Counseling faculty support students through the career exploration and educational planning process. LAVC offers co-curricular activities, athletic programs, and cultural events to engage students in campus life and celebrate diversity, equity, and inclusion. LAVC maintains the student records and confidentiality securely. Relevant Board Policies and

Administrative Procedures are established to ensure that the student support programs and services are operated in compliance with policies, regulations, and procedures.

<u>Findings and Evidence:</u>

To accomplish its mission, the LAVC regularly evaluates the quality and effectiveness of student support programs and services, regardless of location and mode of delivery, through the annual and comprehensive program review process. The College uses focus groups and surveys to collect data to better understand student needs. Using the student achievement data provided by the Office of Institutional Effectiveness, the College is able to analyze the retention and success data, compare the data against the institution set standards, and develop strategies to enhance the quality and effectiveness of student support services. Some of the implemented strategies in the dual enrollment program include enhanced communication between Student Services staff and high school partners, implementation of a digital authorization/signature system to streamline the registration permission process, and "Study Jam" events for dual enrollment students to increase student engagement, success, and retention. The Counseling Department initiated an awareness campaign, and it has successfully increased the number of students receiving the comprehensive education plan over the past few years. Reviewing retention and success data for the Umoja/Black Scholars Program students also led to dedicated space and increased tutoring opportunities. The Team commends the creation of the Welcome Center, a one-stop resource for new, continuing, and prospective students, to help students successfully navigate through the college resources and enrollment process. This is very helpful for students so they can all come to this virtual Welcome Center and receive assistance rather than having to find each student service department separately for help. The Program Review process drives assessment, planning, resource allocations, and continuous quality improvements. (II.C.1, ER 15)

LAVC assesses student service area outcomes through the annual program review process, and all service outcomes are assessed at least once in each assessment cycle. The Outcomes Assessment Committee reviews and approves all student service outcomes. The 2016 External Evaluation Report made a recommendation to the College to systematically analyze learning outcomes assessment results and other qualitative and quantitative data by meaningful demographic disaggregation and by instructional delivery method to enhance dialogue and prompt appropriate actions. The College has addressed this recommendation since 2017, and it is documented in the 2019 Midterm Report. One of the constant demographic disaggregation is ethnicity to address any equity gap. Additional meaningful disaggregation include enrollment, completion, success, and retention data and comparisons are drawn between the department statistics and the institution set standards. Indicators are disaggregated by age, race/ethnicity, and gender. Infographics are produced by the Office of Institutional Effectiveness to special populations to provide a clearer profile and understanding for subgroups. Based on the program review and data analysis process, the College has made improvements such as enhancing the Services for Students with Disabilities Handbook to include a section on self-advocacy, identifying basic needs and mental health supports for the UMOJA Program students,

and providing one-on-one mentoring appointments with Success Coaches and targeted career guidance counseling. (II.C.2)

The College provides appropriate, comprehensive, and reliable services to students both online and in-person through student support services such as Admissions and Records, Counseling, Career/Transfer Center, Services for Students with Disabilities, Financial Aid, Student Health Center, Student Life, Child Development Center, and more. The Umoja/Black Scholars program and the Dream Resource Center were established in response to student equity needs. During the COVID-19 pandemic, the College has transitioned student support services to online services to continue to serve students by phone, chat, Cranium Café, and Zoom. Students continue to have 24/7 online access to class registration, view grades, unofficial transcripts, class schedule, and tuition and fees information. Concurrent enrollment students have access to the online admissions application, a step-by-step tutorial, and a digital authorization/signature system to obtain registration permissions. Student support services also offer some evening hours to accommodate students' schedules. (II.C.3, ER 15)

To celebrate its diverse community with a commitment to equity, diversity, and inclusion, LAVC hosts annual, campus-wide cultural events for Latino Heritage, Black History Month, and Armenian Heritage. Special events and workshops such as the Undocumented Student Week of Action and the "Black Lives Matter in Film" panel are also organized to promote anti-racist awareness, student rights, and equity. The Associated Student Union (ASU) plays a key role in student government, leadership, and advocacy. Under the supervision of the Office of Student Life, the Associated Students Executive Council and Inter-Club Council provide leadership and organize student activities to promote cultural awareness and equity. In Academic Year 2021-22, the College offers at least ten (10) chartered clubs to engage students in campus life. The Team reviews Board Policy and Administrative Procedure 5400 – Associated Students Organization, Board Policy and Administrative Procedure 5410 – Associated Student Organization Elections, Board Policy and Administrative Procedure 5420 – Associated Student Organization Finance, and Board Policy and Administrative Procedure 2510 – Participation in Local Decision-Making. These policies and procedures clearly outline the roles and responsibilities of the Associated Student Union including the process of disbursement of ASU funds. LAVC offers five men's and five women's sports. The Athletic Program at LAVC adheres to the constitution and bylaws of the California Community College Athletic Association (CCCAA) and is fully funded by the College. LAVC is currently undergoing renovations for an expanded Multicultural Center that includes a dedicated space for the Rainbow Pride Center. (II.C.4)

The LAVC Counseling Department offers counseling services and educational planning individually by appointment or on a drop-in basis as well as in groups with in-person, telephone, text, and video chat formats. Online counseling is offered through Cranium Café since Fall 2019 and it played a critical role in ensuring student access to counseling during the COVID-19 pandemic. Counseling faculty have strengthened their collaboration with instructional faculty through the Guided Pathways implementation, and counselors serve as members of the Career and Academic Pathway completion teams. Specialized counseling is

offered to special populations such as the veterans, international students, Career and Technical Education and transfer-seeking students, and students in the First Year Experience and Valley Promise programs. Furthermore, counselors are also embedded in programs such as Athletics, CalWORKS, EOPS, Black Scholars/Umoja, Guardian Scholars, TIO, STEM program, and the Dream Resource Center to promote student equity and success. In addition to a variety of counseling services, the Counseling Department also offers a few counseling courses to support students with career exploration. To ensure currency and accuracy, counseling faculty participate in ongoing training and professional development activities such as conferences, weekly departmental meetings, and regular in-service training. New counselors are assigned to faculty mentors during their first year for additional training and peer support. A Canvas Shell and a Counseling Training Manual with annual update have been developed to provide a centralized location for training materials. (II.C.5)

The Team reviewed Board Policy and Administrative Procedure 5010 – Admissions and Concurrent Enrollment, and the college Catalog, and the Team confirmed that the College has adopted and adheres to admission policies consistent with its mission. The College publishes the Admission Policies, information and requirements for certificates, degrees, and transfer in the college Catalog and website, which is available online for student and public access any time. Course prerequisites and corequisites are listed on the Course Outline or Records and in the Catalog. The Registered Nursing and Respiratory Therapy programs have special admission requirements as detailed in the Catalog and on the departmental websites. Counselors support students through their educational journey and develop education plans based on the Career and Academic Pathways to help students achieve their goals in a timely manner. (II.C.6, ER 16)

Since Fall 2019, the College has implemented Assembly Bill 705 and enabled students to enroll in transfer-level English and transfer-level math through Statistics 101. Students interested in STEM are placed into degree-applicable math or higher based on a self-placement process embedded in the admissions application. The College used Accuplacer ESL placement instrument until May 2020 and has transitioned to a guided self-placement process facilitated by the credit ESL faculty after May 2020. Students may choose to accept a recommended placement level or choose any other level. (II.C.7)

The College maintains all digital student records permanently, securely, and confidentially in the LACCD Student Information System with secure backup of all records on the College's server, as well as at an off-site server-imaged system. New employee handbooks emphasize the importance of maintaining student record confidentiality, and training is provided by the District's Office of Information Technology. Board Policy 5040 - Student Records, Directory Information, and Privacy clearly states that no student records, other than directory information, can be released without written consent from the student except when authorized by law. Students can also request to keep their directory information confidential. Financial Aid records and data are securely stored on separate servers managed by the District's Office of Information Technology and are backed up weekly. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Los Angeles Valley College (LAVC) demonstrates its commitment to its students through assuring the integrity of its programs and services by employing qualified administrators, faculty, and staff. Hiring is evaluated using the program review process. There are a variety of opportunities at the College for adjunct faculty participation. Professional development is robust and is evaluated regularly. There has been a concern about classified employee participation in professional development, and a professional development event specifically for classified staff was held in early 2022 with great success. There is a regular cycle for employee evaluations; however, the pandemic served to cause the regularity of evaluations to get off track. LAVC has ensured all evaluations will be current by late 2022.

Findings and Evidence:

The Los Angeles Community College District (LACCD) assures the integrity of its programs and services by employing administrators, faculty, and staff who are qualified to provide and support these programs and services. Each college, including LAVC, assures that the hiring of each position aligns with the college mission. The Human Resources Department is responsible for the hiring processes for all academic positions. Administrators and faculty must meet the minimum qualifications for their positions set by the California Community College's Chancellor's Office. To ensure consistent practices, the hiring packet provided by the candidate who has been selected for a position contains information that is verified by the Human Resources Department. All non-U.S. degrees are verified for equivalency (III.A.1).

LACCD job descriptions include language on education and experience including the minimum qualifications needed for the position. A formalized process administered by the Human Resources Department ensures that recruitment processes for faculty are fair and equitable. All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. Discipline experts at LAVC serve on hiring committees for both full-time and adjunct faculty (III.A.2, ER 14).

LACCD administrators and employees responsible for educational programs and services are determined to be well-qualified based on a rigorous and thorough process. Job descriptions

include language on education, on experience, and on the minimum qualifications. Candidates are required to provide credentials, transcripts, and references with the complete application. Minimum qualifications are verified by Human Resources before an academic employee receives a formal offer of employment (III.A.3).

The LACCD ensures that degrees held by faculty, administrators, and other employees are from accredited institutions. Official transcripts must be provided for verification purposes. The requirement of vetting transcripts from outside the U.S. is stated on all job announcements (III.A.4).

LACCD employee evaluation procedures for faculty, classified employees, and academic deans are outlined in their respective collective bargaining agreements. Probationary, tenure-track faculty are evaluated in each of their first four years and on a three-year cycle once receiving tenure. Adjunct faculty are evaluated before the end of their second semester of employment and then once every six-semesters of their employment. The evaluations of permanent and probationary classified employees are administered through collaboration of the Personnel Commission and the Human Resources Department (III.A.5).

This standard has been removed by the Commission (III.A.6).

LAVC's annual plan and program review process provides a foundation for evaluating hiring needs so as to ensure a sufficient number of qualified faculty to fulfill responsibilities essential to the quality of educational programs and services. The Staffing Module within the program review is where rationale for hiring requests is documented. The faculty hiring prioritization process is conducted through the governance structure of the College (III.A.7, ER 14).

The LACCD offers multiple opportunities for adjunct faculty to integrate into the life of the institution. LAVC ensures that its adjunct faculty are aware of College procedures and resources by holding an Adjunct Faculty Orientation before the start of each semester. Additionally, there are many opportunities for adjunct faculty to connect with and to contribute to the College. Adjunct representatives are elected by each department to attend department meetings and report back to their adjunct colleagues. Adjunct faculty are included in the annual employee recognition event (III.A.8).

Determining classified staffing needs incorporates College planning and program review and uses a governance structure. The LAVC President works in conjunction with the Vice President, Administrative Services to analyze the budget impact of the hiring requests. Once sustainable financial resources for the position are ensured, the LAVC President submits the staffing request to the Chancellor for review and approval (III.A.9, ER 8).

The LACCD established minimum funding for a baseline number of administrators for each

college. The baseline shows a minimum number of academic and administrative personnel for a college of small, medium, and large size. The administrators are organized at the college level III.A.10, ER 8).

The LACCD adheres to written personnel policies and procedures. Important forms are posted and accessible (III.A.11).

LACCD has a variety of structures in place to ensure fair treatment and to promote an understanding of equity and diversity including professional development, adherence to Board and personnel policies, and a formalized committee structure. The Chancellor has established several advisory committees that provide opportunities for faculty, staff, administrators, students, and community members to participate in discussions related to equity and diversity (III.A.12).

LACCD has a number of Board policies that address written codes of professional ethics for all employees. The collective bargaining agreements for faculty and classified staff address consequences for violation of codes of professional ethics (III.A.13).

To support employees, District and College divisions offer training for faculty, classified staff, and administrators. Additionally, there are professional learning opportunities for campus leaders. LAVC has coordinated and expanded its professional development over the last five years. Professional development is coordinated by the Professional Development Center, and there is a full-time classified Professional Development Coordinator. Strategies to plan for professional development include the Professional Development Module of program review and needs assessment surveys. Professional development activities also use surveys for evaluation. One area of past concern for the College that it has improved is the participation and engagement of classified staff in professional development activities (III.A.14).

The LACCD ensures security and confidentiality of personnel records and provides access to the personnel records of employees by request including a meeting with Human Resources (III.A.15).

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:
The Los Angeles Valley College (LAVC) has processes in place to assure an accessible, safe and healthful working environment for students and staff. The institution has in place short- and long-term plans to replace aging parts of its facilities. Collaborative practices are used to evaluate the utilization of college facilities and equipment. The District's Board of Trustees periodically reviews and updates the college's Facilities Master Plan (FMP) and recommends long range plans to address infrastructure needs.

Findings and Evidence:

LAVC works in conjunction with the District-wide Facilities and Development Department (FP&D) to assess, develop and implement improvements and maintenance of institution facilities. FP&D assures code compliance with state and federal regulations. There is an ADA Title II Transition plan that identifies the list of barriers and describes how the barriers will be corrected. An Emergency Response Plan (ERP) is widely available to the community through a webpage. LAVC provides 24-hour public safety services in an arrangement through the Los Angeles County Sheriff's Department. There are processes in place to report safety concerns by students and staff. A security walkthrough was conducted in January 2021, with many of the recommendations subsequently implemented. (III.B.1)

As an older campus, LAVC has worked to maintain, upgrade and replace its physical resources in accordance with its Facilities Master Plan (FMP). Several new facilities have been constructed, and outdated buildings have been removed. Program specific resource needs are assessed and prioritized through the Institutional Effectiveness Council. (III.B.2)

The institution developed a ten-point rubric that evaluates facility requests from annual program reviews. A Work Environment Committee (WEC) reviews health and safety issues related to the work environment and create a separate ranked list of items that is forwarded to the IEC. The IEC is responsible for determining final recommendations that are forwarded to the LAVC President. (III.B.3)

LAVC conducts long-range planning by periodic reviews and revisions of the FMP. Consistent with other California Community Colleges, LAVC submits annually a Five-Year Capital Outlay Plan to the CCC Chancellor's office. Total Cost of Ownership (TCO) is supported through several funds, including the LACCD Deferred Maintenance Fund, Capital Outlay, and Scheduled Maintenance. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The Los Angeles Community College District (LACCD) Office of Information Technology in conjunction with the Los Angeles Valley College (LAVC) technology support staff developed and employs a shared services model to ensure that technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. Weekly meetings between the district and campus IT groups provides communication and input from stakeholders regarding appropriate and adequate support.

The LACCD District 2020-2025 Technology Master Plan outlines how technology updates will ensure that the technology infrastructure, quality, and capacity are adequate to support the mission, operations, programs, and services. The institution has policies and procedures related to the allocation of resources, the appropriate use of technology, and the information security for the College. These policies and procedures are appropriate guidelines for the use of technology in the teaching and learning process, as well as to support management operations.

Findings and Evidence:

The team verified that Los Angeles Valley College and the Los Angeles Community College District support the technology services for the management and operation, instruction, and student support services through a shared services model. In 2018, Huron Consulting performed an assessment of the information technology for the District and the nine colleges. Following the assessment, the district and the nine colleges have undergone a significant reorganization to improve technology services and support. The district-wide Office of Information Technology (OIT) manages the distributed and centralized resources, while retaining the dedicated technology support at LAVC for college-specific needs. The LACCD OIT manages the information security, web services, infrastructure, purchasing and management of enterprise services and applications, whereas LAVC provides customer computing services, desktop technology needs and general support for students, staff and faculty (III.C.1).

The team determined that the Los Angeles Valley College and the Los Angeles Community College District (LACCD) have multiple and varied plans for updates and replacement of the College's technology to ensure that LAVC can support its mission, operations, programs, and services. The LACCD created a multi-year District Innovation and Technology plan to ensure that the colleges are more than adequately supported. The LAVC uses the Program Review process to identify technology needs of programs and student support areas. Additionally, the District

has established a bi-annual review process of all existing equipment to ensure its continually functionality (III.C.2).

The team substantiated that the Los Angeles Community College District (LACCD) supports the Los Angeles Valley College (LAVC) technology resources for course, programs and services both on campus and online. The District works with the Academic Senate, and the technology support staff at LAVC to maintain, refresh, prioritize and support technology needs at all instruction locations, including online. The District provides robust information security measures that include backup and recovery, cybersecurity protocols for all staff, faculty and students, and reviews all procedures regularly to ensure that they are current. The technology staff at LAVC provides support for college-specific desktop, classroom, and application and equipment training, while the LACCD provides technology support and access for district applications, technology, and information security (III.C.3).

The team established that Los Angeles Valley College (LAVC) provides appropriate instruction and support to faculty, staff, and students as stated in the LAVC Technology Master Plan. LAVC provides training through a variety of different mechanisms, including one-on-one training, regularly scheduled Canvas training classes, online tutorials, and specialized training programs, such as the OEI Peer Online Course Review (POCR) and the Microsoft Office Specialist Certification. Additionally, training and support are offered by various departments at the College, including IT staff, the Professional Development Center, the Distance Education Team, and the Academic Resource Center. The College provides students with training and support for educational technology by providing two online student tutorials and the Virtual Valley Help Desk (III.C.4).

The confirmed that the Los Angeles Community College District in conjunction with Los Angeles Valley College provides policies and procedures on the appropriate use of technology for instruction on the District website accessible to the public. The policies and procedures are appropriate guidelines for the use of technology in the teaching and learning process, as well as to support management operations (III.C.5).

Conclusions:

 The College meets the Standard.

III.D. Financial Resources

General Observations:

Board policies and procedures are in place that guide sound financial practices, financial planning, and budget development. Financial resources sufficient to support and sustain student learning programs and services and improve institutional effectiveness as evidenced by fund balances and adopted budgets for the College. Financial information is disseminated throughout the institution in a transparent and timely manner. The College has a comprehensive process for compiling the annual budget, including program review, District

Allocation plan, and Budget Committee. The College and District have established and appropriate control mechanisms and widely disseminate dependable and timely information for making sound financial decisions. External audit reports are reviewed, with audit findings tracked by the Office of the CFO to ensure timely action. Financial and internal control systems are evaluated and assessed for validity and effectiveness. The District maintains sufficient reserves to meet financial obligations with total reserves ranging from 17% - 21% over the past five years. Student financial aid is managed by the District and College in a manner that ensure student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations. District policies and procedures are in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements.

Findings and Evidence:

The College's distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The College has a comprehensive program review process that aligns budgeting with the mission and needs of the College. Information related to resource allocations is shared in a transparent manner. The Educational Master Plan is considered in the ranking of priorities identified during the annual program review process. The College ensures financial stability and has financial resources sufficient to support and sustain student learning programs and services and improve institutional effectiveness as evidenced by fund balances and adopted budgets for the College. (III.D.1, ER 18)

The College's mission and goals are the foundation of financial planning as demonstrated by their alignment with adopted budgets and inclusion in the prioritization process during the annual ranking process by participatory governance committees. The College has appropriate board policies and procedures in place that allow for sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner as evidenced by monthly budget reports posted online at the College Budget website and presented at the Budget Committee for review and input. (III.D.2)

The District and College have clearly defined policies, procedures, and processes for financial planning and budget development as demonstrated by the district-wide budget development process that begins with the Budget and Management Analysis Unit of the District developing internal budget operational plans and provides guidance to colleges during the budget development process. Budget procedures are revised regularly to comply with federal, state, and local laws. The College has a comprehensive process for compiling the annual budget, including program review, District Allocation plan, and Budget Committee.   These College committees discuss planning, financial planning, and components of budget development to

create institutional plans that support student learning in alignment with the College's mission. (III.D.3)

Planning reflects a realistic assessment of the College's financial resource availability, development of financial resources, partnerships, and expenditure requirements. Planning includes five-year forecasts of revenues, expenditures, and fund balances along with an established position control system used to monitor staffing costs. (III.D.4)

The College and District have established and appropriate control mechanisms and widely disseminate dependable and timely information for making sound financial decisions. Control mechanisms include policies and procedures over the annual budget development cycle, resource allocations, timely reporting of budget and actual results. The District has an Internal Audit Unit to ensure the internal control structure has the appropriate level of oversight. (III.D.5)

Financial documents, including the budget, have a high degree of credibility and accuracy as demonstrated by unqualified and unmodified audit reports for thirty years and effective analysis and context to aide users. District and College financial staff review best practices with both internal and external auditors and develop corrective action plans or revise procedures to strengthen internal controls. (III.D.6)

The College and District responses to external audit findings are comprehensive, timely and communicated appropriately. All audit reports are reviewed, with audit findings tracked by the Office of the CFO to ensure timely action. College audit findings are addressed in a timely manner by the Vice President of Administrative Services. (III.D.7)

The financial and internal control systems are evaluated and assessed for validity and effectiveness as demonstrated by the District's internal and external audits. The District's Internal Audit Unit conducts reviews of processes for efficiency and effectiveness and works with the College to ensure policies and procedures are in compliance with District, federal, state, and local regulations. (III.D.8)

The District maintains sufficient reserves to meet financial obligations with total reserves ranging from 17% - 21% over the past five years. Board Policy 6305 provides that the District maintain a District General Reserve of 6.5% and a Contingency Reserve of 3.5% of total unrestricted general fund revenue. The District also maintains a Deferred Maintenance fund of 2% of total unrestricted general fund revenue and contingency to for escalations in PERS / STRS contributions rates. The District reviews cash flow on a regular basis and procures appropriate levels of insurance to mitigate risk. (III.D.9)

The District has established policies and processes to evaluate its use of financial resources. Through centralized and college-based reviews, the District and College practice effective oversight of finances, including management of financial aid, grants, and externally funded programs as demonstrated by independent audit of the College finances. The District has a Central Financial Aid Unit that works collectively with the Colleges for federal program reviews of Federal Financial Aid. Federal and state financial aid is audited annual as part of the District's annual audit. The LAVC Foundation is a non-profit 501c3 that undergoes an annual audit. (III.D.10).

The District analyzes, plans for, and allocates resources for the repayment of both short-term and long-term liabilities and future obligations. Reserves and contingencies are maintained according to Board policy. All short and long-term liabilities are identified in the external audit report. The College monitors and manages spending and evaluated ongoing resources when considering ongoing obligations. (III.D.11)

The District plans and allocates resources for the payment of liabilities and obligations, including Other Post-Employment Benefits (OPEB). The last actuarial studies to estimate the OPEB liability was completed in April 2021 and determined the liability was funded at 18.92%. The District regularly reviews its OPEB liability. (III.D.12)

Neither the College or District have any locally incurred debt. (III.D.13)

The College does not have debt instruments, including bonds or certificates of participation, separate from the District. The District issues, services, and ensure the appropriate oversight over debt in accordance with established Board Policies. There is a Board Policy in place to ensure independent external audits are performed on all funds, including but not limited to bond funds and grants, to review the expenditures associated with the debt instruments and grants. District and College policies and procedures ensure that auxiliary activities, fundraising efforts, and grants are used for the intended purposes. (III.D.14)

Student financial aid is managed by the District and College in a manner that ensure student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations. Student eligibility is determined at the college level, while fund management is handled by the District. The College's student loan default rate is 8.2%. A Student Loan Default Prevention Plan was implemented for the entire District subsequent to an audit finding at another college within the District, as students are awarded aid on cross-enrollments at any of the nine colleges in the LACCD. (III.D.15)

District policies and procedures are in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual

agreements. The District Director of Business Services reviews all contracts prior to being submitted for approval by the by the Board of Trustees. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The institutional leaders at LAVC create and encourage innovation that leads to institutional excellence. LAVC policies and procedures authorize administrator, faculty, and staff participation in decision-making processes. Provisions are made for student participation and the consideration of student views in matters of direct and reasonable student interest. Through policies and procedures, administrators and faculty have a clearly defined role in institutional governance. Additionally, faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. Decision-making at LAVC is aligned with expertise and responsibility, and all processes and resulting decisions are communicated widely. Governance and decision-making policies, procedures, and processes are evaluated regularly for integrity and effectiveness; and the results are used for improvement.

Findings and Evidence:

Institutional leaders from all constituent groups at LAVC participate in planning and decision making through a collegial consultation process. Any member of the campus community can bring items forward for discussion. Members of college committees take the information back to their constituent groups and carry forward any feedback. The college encourages innovation through its grant-funded activities and college initiatives. The LAVC President provides frequent communications with all areas of the college through various town hall meetings and electronic communications (IV.A.1).

LAVC has established policies and procedures for all constituent groups to participate in decision-making through the governance process. The Participatory Governance Handbook provides protocols for this work. Full-time faculty have committee work as one of their responsibilities, and each is required to serve on at least one departmental, college, or district-wide committee. Classified staff have committee appointments governed by contractual obligation, and students can participate and have their views heard as well (IV.A.2).

The IEC and union contracts establish the number of designated seats for each constituency on governance committees. Administrators and faculty also have representation on District councils and committees which allows for them to have a substantial voice in discussions and

decision-making about policy. Committee Chairs are trained, and members on committees are responsible for reporting back to their constituency groups as outlined in the Participatory Governance Handbook. The Program Review process at LAVC allows for administrators, faculty, and staff to have a voice in planning and budgeting (IV.A.3).

The LAVC Academic Senate takes leadership for creating and revising curriculum and recommending instructional policy and changes in instructional programs. The Senate's Valley College Curriculum Committee oversees departmental program reviews and the viability process. Operational and Advisory Committees serve to support and to coordinate academic support services. Committees create all institutional plans with representation by faculty and academic administrators. Both the IEC and the Senate must approve of these plans before they can be sent to the Board of Trustees for approval. The faculty Collective Bargaining Agreement requires faculty representation on all committees that impact student learning programs and services (IV.A.4).

LAVC ensures consideration of relevant perspectives and the development of institutional plans with input from various constituencies through its governance policies. When issues have arisen, like the SEAP Plan coming to the Academic Senate too late for robust discussion, the Senate has requested that the college present plans to the Senate with adequate time for vetting and recommendations (IV.A.5).

The decision-making process at LAVC is documented in the Participatory Governance Handbook. The communication of decision-making process and procedure is done via email, the college website, and SharePoint. (IV.A.6).

LAVC's Participatory Governance Evaluation Workgroup meets when issues are identified as needed to be addressed by the IEC, a constituent group, or the administration. Each college committee completes an annual self-evaluation which is then used to develop goals for the following year. These evaluations are approved by IEC and used to make changes and improvements to the governance structure at the college (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

<u>General Observations:</u>

The president is actively engaged in the institution and provides leadership in budgeting, organizational structure, and planning, as well as in selecting and developing personnel and assessing institutional effectiveness.

The president of LAVC provides regular updates to the campus community, the chancellor, and the community. Strong and effective relationships are built through his involvement with industry associations and his regular meetings with the local school districts. The president fulfills the leadership and governance responsibilities as required by the ACCJC. The work of the president takes shape through an integrated leadership structure.

<u>Findings and Evidence:</u>

The president of LAVC demonstrates effective "leadership through participation in the institution's participatory governance process. The president meets weekly with the executive staff, and by-weekly with the Dean of Institutional Effectiveness. He also meets with other College leadership on a regular basis. In addition, each month the president meets with the Leadership Team to discuss the direction of the college and identify ways the college can improve. (IV.B.1)

The administrative structure is appropriately staffed and organized relative to the purpose, size and complexity of the institution. Evidence supports that the president delegates and empowers other administrators within the College according to their position and expertise. Reporting to the president are the 3 vice presidents, 1 associate vice president, one Dean of Institutional Effectiveness, a Public Information Manager, a Professional Development Coordinator and the executive director of the foundation. The College's Self-Evaluation Report provided evidence that staffing and organizational decisions regarding staffing structure are based on integrated planning that is driven by the program review process. The College is engaged in dialogue about re-organization to ensure it meets the needs of the college with the implementation of Guided Pathways. (IV.B.2)

The College president utilizes established procedures in providing leadership to institutional improvement efforts. Through existing administrative and governance structures, including The Program Effectiveness and Planning Committee (PEPC)Institutional Effectiveness Committee (IEC) and the Educational Planning Committee (EPC), the president oversees institutional effectiveness efforts, from setting values, goals, performance standards and priorities to establishing, utilizing and evaluating an integrated planning and resource allocation processes that support student achievement and learning. (IV.B.3)

The job description for the president assigns primary responsibility for the accreditation process to the president. In addition to the president's leadership role, the team found that appropriate responsibilities are assigned to the Accreditation Liaison Officer and that participation in the accreditation process is appropriately shared across constituencies. The President serves on the LAVC Accreditation Committee. He is also the President representative on the District Accreditation Committee. (IV.B.4)

The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes, and other regulations as well as for budget oversight and management. The president works with the District's fiscal administrators and the college Leadership to carry out the administrative functions of the College and ensure fiscal integrity. (IV.B.5)

The president is engaged and participates effectively in the communities served by the College strengthening relations with K/12 Districts and industry. For example, the president is a member of the Valley Industry and Commerce Association, and the Valley Economic Alliance. The President communicates effectively by providing updates in a variety of ways, including Town hall using YouTube and campus emails and posts on the President's webpage. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee entitled Committee of the Whole. The Board meets monthly and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

LACCD's Board policies outline the scope of the Board's duties and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, as well as the Board's committee structure. (IV.C.1, ER 7)

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics*, affirms the notion that the Board acts as a whole and that authority rests only with the Board and not with individual Board members. (IV.C.2)

Board Policy 2531 and related administrative procedures provide guidance in the selection of the chancellor. *Board Rule 10105.13* states that the Board will conduct an evaluation of Chancellor annually. The evaluation of the Chancellor culminates with a recommendation for contract renewal. (IV.C.3)

Board Policy 2200 defines the Board's role and responsibility in protecting the public interest and affirms that the Board is an independent policy-making entity. Furthermore, *Board Policies 2710* and *2715* define the Board's responsibilities and obligations concerning conflict of interest and establishes ethical rules in protecting the District from undue influence. (IV.C.4, ER7)

Board Policy 2200 defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established five subcommittees to assure quality and improvement in core areas including: institutional effectiveness, student success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight. The Board has also established a Committee as a Whole to review general and special topics of interest. (IV.C.5)

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership and Board Policy 2015 – Student Trustee*), duties and responsibilities (*Board Policy 2200 – Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*) and *Board Policy 2220 – Committees of the Board*). Where appropriate, the District, through the chancellor, has established related administrative procedures to operationalize Board Policies. (IV.C.6)

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures. The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review

schedule beginning in 2023 for all policies and procedures as outlined in *Administrative Procedure 2410 – Board Policies and Administrative Procedures*. (IV.C.7)

The District keeps the Board of Trustees informed of student academic performance through a review of the data with the Board's Institutional Effectiveness and Student Success (IESS) Committee. After review and discussion of the data, the IESS periodically refers the information to the Board's Committee of the Whole. During its annual retreat the Board uses the data to establish annual goals and to update the District's strategic plan, as well as in other related plans. (IV.C.8)

As outlined in *BP 2740 – Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705. Board member terms of office are outlined in *BP 2100 – Board Elections*, which provides for staggered terms to ensure continuity of leadership. (IV.C.9)

Board Policy 2745 defines the Board's annual self-evaluation process. The Board has complied with their policies as evidenced by the Board's meeting minutes (January, 2022) and the report of their findings. The Board has implemented and participated in a variety of training programs in order to improve Board performance. (IV.C.10)

The Board has adopted both a conflict-of-interest policy (*Board Policy 2710 – Conflict of Interest*) and code of ethics (*Board Policy – Code of Ethics-Standards of Practice*) policy, which assures that individual board members maintain impendence from the District and also defines a process for sanctioning an individual Board member who violates Board Policy. Also, Board members file a Statement of Economic Interest form annually. (IV.C.11)

Board Policy 2430 and *District Governance Handbook* detail how the Board delegates responsibility and authority to the chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the chancellor accountable for the operation of the District and the administration of Board Policies. (IV.C.12)

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board's Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The Los Angeles Community College District (LACCD) is a nine-college district. The Board of the LACCD delegates authority for administering board policies and overall operations to the chancellor. The chancellor, in turn, delegates appropriate authority to the college presidents to administer and operate each college. As part of the evidence, the District provided an accreditation matrix, which delineates responsibility for meeting accreditation standards between the colleges and the district. LACCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes, and makes changes to these systems to effectuate continuous improvement. Through its data assessment and planning processes, LACCD has maintained its leadership role in social justice and equity by adopting a districtwide framework for social justice and equity.

Findings and Evidence

Board Policy 2430 delegates executive authority to the chancellor to administer Board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. *Board Policy 6100* delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, *Board Policy 7110* provides authority to the chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6110, and *7110* provides a clear delineation of roles and responsibilities between district and the colleges. The district and colleges administer regular surveys at the college and central services level to ensure that the needs of the colleges are being met by the district service offerings. The District works proactively with the colleges to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. (IV.D.2)

The district maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which includes membership from all colleges and the district office. The BAM acknowledges and accommodates the varying needs of the colleges; ensures that each college receives sufficient resources to operate and sustain the colleges and district; and is perceived as an open, fair, equitable and transparent allocation model by members of the District Budget Committee. Expenditures are adequately controlled and stay within the available budget. On a quarterly basis, projections of expenditures compared to budget are performed and reviewed

in detail with the District Budget Committee; if anomalies exist or are identified, they are reconciled and agreed upon before presentation to the Board of Trustees. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. This includes organizational structure, hiring, and other critical functions. The college presidents are held accountable for their performance by the chancellor and the Board. (IV.D.4)

The colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the district CEO. The self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The district office has issued recommendations to this end including measurement and data standards.

The team was impressed with the Districtwide and campus-level response to social justice and equity, which provides an example of how District system planning and evaluation is integrated with college planning and evaluation. Recent events at the national level prompted the District and the colleges to work together to develop a districtwide framework for racial equity and social justice. The framework is heavily influenced by campus-level work and input. At the same time, the Board and the District were able to provide an operational structure and the resources necessary to support the overall framework. The structure of program review, resource allocation decisions, and the development of programs and services are all influenced by this common districtwide framework. The District has funded a districtwide equity and justice fellow to ensure that the work continues and that the colleges are supported. LACCD enjoys a well-earned reputation as a leader in social justice and equity initiatives. The Board and the District are to be commended for developing a model that could be replicated at other member institutions. (IV.D.5)

The district implemented Board Docs, an enterprise level software package, in 2019 to improve districtwide communications, and to facilitate committee operations. The chancellor communicates regularly with the colleges' academic senates, unions, as well as the college presidents through Chancellor's Cabinet and Presidents Council. The district governance and planning processes include several opportunities for cross-communication between groups.

LACCD is a large entity and the District has increased its reliance digital communications. As an example, stakeholders now receive regular updates from the chancellor summarizing activities of the District and the colleges, including a quarterly *Governance Update* that provides a summary of all major participatory governance recommendations. (IV.D.6)

The district has regular, intentional cycles to assess and improve planning, governance, and decision-making processes. A survey is administered every two years to assess the efficacy of district-level participatory governance processes. This process culminates in results that are shared and used for future action and planning. The recent action to re-align strategic planning

processes between colleges and district, and to improve communications is an example of how this assessment process is used to improve planning, governance, and decision making. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." Aligned with the LAVC's three strategic priorities of access, equity, and student success, LAVC has identified three action projects to demonstrate its formal commitment to elimination of racial equity gaps and transformation into a Guided Pathways institution: #1 Basic Needs Support; #2 Increase Retention/Persistence; #3 Anti-Racism: Building on LAVC's Call to Action Plan.

#1 Basic Needs Support
To systematically promote student success and close equity gaps, one of the first and most important forms of support for students is to provide basic needs support. Studies have shown that students facing food or housing insecurity have lower GPAs, poorer health, and higher rates of depression and anxiety than those who do not experience those basic needs barriers. A total of 65% of LAVC students experience at least one form of basic needs insecurities. Action #1 has been identified to provide students with information about existing support from day one and organize more intentional outreach to disproportionately impacted populations who may be eligible for benefits before they need them. This Action Project will help empower students to seek assistance and normalize the conversation about access to public benefits and basic needs resources. It may be helpful to clarify the eligibility criteria, if any, for students to access the basic needs support and resources on campus.

#2 Increase Retention/Persistence
To enhance timely student completion, it is important to increase retention and persistence. A majority of LAVC students are part-time and their fall-to-fall retention rate for first-time/part-time students is 3% lower than the two-year public college average (41% versus 44%). In addition, discrepancy in completion rate exists among ethnic groups. Therefore, Action Project #2 has been identified to develop and implement strategies to increase retention and

persistence. Some examples include increasing sections for the College Studies 101 class to improve student success, providing peer mentors and success coaches, creating communities of practice for faculty professional development, and expanding the use of the Academic Achievement Alert system. Continuing to strengthen the faculty collaboration from both Academic Affairs and Student Affairs is critical in increasing retention and persistence with student success strategies incorporated into the retention process.

#3 Anti-Racism: Building on LAVC's Call to Action Plan
LAVC strives to become an anti-racist institution to advance equity and social change. The College's Call to Action Plan commits to building standards for inclusive teaching and learning environments by improving racial literacy and racial competency; creating greater understanding of the impact of micro-aggressions on learning and well-being; and recognizing race-related stress and racial trauma on campus. The College plans to form a subcommittee composed of mental health and counseling professionals to provide support to racially minoritized populations. From a structural perspective, the College plans to form teams to evaluate the existing campus policies and practices to ensure equity-minded and anti-racist policies and practices are being implemented. Analyzing disaggregated data by ethnicity, gender, and race can better inform the development and implementation of policies and procedures. The College will create a crisis response team and guidelines to response to emergencies and crises and support stakeholders involved. Professional development for the college community plays a key role in creating and sustaining an inclusive and anti-racist college community both inside and outside of the classrooms.

The three Quality Focus Essay Action Projects support the College's mission, core values, and Educational Master Plan goals within a Guided Pathways framework. The College is applauded for all three action projects and its commitment to advance student access, equity, and completion. Action Project #3 is particularly important to directly address structural racism and inequity.

CORE INQUIRIES

Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, CA 91401

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 5, 2022

Dr. Eva Bagg
Team Chair

Contents

Los Angeles Valley College

Peer Review Team Roster

Team ISER Review
October 5, 2022

Dr. Eva Bagg, Team Chair Barstow Community College Superintendent-President	Dr. Claudia Habib, Vice Chair Porterville College President
ACADEMIC MEMBERS	
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Ms. Cheryl Bailey Irvine Valley College Instruction Librarian, SLO Coordinator	Mr. Arthur Hsieh Santa Rosa Junior College Faculty, EMS
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Dr. Mandy Liang City College of San Francisco Dean of Student Success	
ACCJC STAFF LIAISON	
Dr. Kevin Bontenbal, Vice President	

Summary of Team ISER Review

INSTITUTION: Los Angeles Valley College

DATE OF TEAM ISER REVIEW: October 5, 2022

TEAM CHAIR: Eva Bagg

A nine-member accreditation peer review team conducted Team ISER Review of Los Angeles Valley College on October 5, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair and vice chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the college CEO on August 4, 2022. The entire peer review team received team training provided by staff from ACCJC on September 1, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in February 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1:

The team seeks to learn more details about the college's robust viability review process, from initial triggering of the process, to conducting the review, to communication and acting upon the results.

Standards or Policies:

I.B.9

Description:

a. Through review of the college website and evidence provided within the ISER, the team was impressed with the robust and data-informed nature of the college's viability review process.

b. Evidence observed included the viability review process documents and viability standards and prior viability review reports.

c. The team was further impressed with the college's program review modules requiring programs to address Institution Set Standards and include improvement plans in areas where the program falls below the ISS.

Topics of discussion during interviews:

a. How do the different forms of initiation occur? As described in the viability process document, these include reviews self-initiated by the discipline/department, by the PEPC through program review, by EPC as a result of EMP, etc.

b. What are the key processes and how are the college's governance committees (e.g., IEC, EPC, Academic Senate, etc.) involved?

c. What information is being collected in the data finding phase of the process? How does student input inform the process?

d. What is the timeline for reviewing and setting viability triggers?

e. How are findings communicated and to whom?

f. Is additional follow-up required at regular intervals after the viability report has been produced?

Request for Additional Information/Evidence:

a. Prior examples of the viability process and how results have led to the different potential outcomes (program initiation, modification and improvement, reorganization, or discontinuance).

b. More recent examples of viability review reports

c. Descriptions of how report findings have driven ongoing program improvement

Request for Observations/Interviews:

a. Members of the Viability Review Process Committee (Ex: Academic Senate President, VP of Instruction, PEPC chair, curriculum committee chair, EPC chair)

b. Deans or faculty who have participated in the viability process or whose programs conducted a viability review and can describe the process from the vantage point of a program under review

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Core Inquiry 2:

The team seeks to confirm how assessment, evaluation, and student achievement data are broadly communicated to the public, including current and prospective students.

Standards or Policies:

I.B.8 and I.C.3

Description:

a. Evidence provided within the ISER documented assessment and evaluation activities, such as Program Review and learning outcome assessments, are being conducted at the college.

b. The team was able to review program review-related information within the college SharePoint; however, the team noted several examples of links related to program review on the public site being broken links or areas where navigation to website information was unclear.

c. The team had difficulty locating on the public-facing website information related to assessment results of institution set standards, program review, and SLOs.

Topics of discussion during interviews:

a. How does a member of the public access student achievement data?

b. What is the timeline/current process for college website migration and updates?

c. What is the decision-making process for location of information?

d. What information does the college intend to make available on its website and in SharePoint?

Request for Additional Information/Evidence:

a. Timeline for website migration

b. Documentation that is guiding or description of how it is determined what information will be made public on the college website and what will be made available in SharePoint

c. Demonstration of how a member of the public can access assessment and evaluation-related information

Request for Observations/Interviews:

a. PEPC and/or the Dean of Institutional Effectiveness, and/or the VP of Academic Affairs

b. Website manager, Public Information Officer or individuals who are conducting the website migration work

DISTRICT CORE INQUIRIES

Los Angeles Community College District
770 Wilshire Blvd
Los Angeles, CA 90017

The Core Inquiries are based upon the findings of the peer review team that
conducted Team ISER Review on October 7, 2022

Mr. Michael Claire
Team Chair

Contents

Los Angeles Community College District

Peer Review Team Roster

Team ISER Review
October 7, 2022

Michael Claire, Team Chair San Mateo County Community College District Chancellor	Dr. David Martin, Vice Chair San Francisco Community College District Chancellor
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Mr. William McGinnis Butte-Glenn Community College District Trustee	Dr. Ivan Peña Crafton Hills College Dean of Student Equity and Success
ACCJC STAFF LIASON	
Dr. Kevin Bontenbal, Vice President	

Summary of District Team ISER Review

INSTITUTION: Los Angeles Community College District

DATE OF TEAM ISER REVIEW: October 7, 2022

TEAM CHAIR: Michael Claire

A ten-member accreditation peer review team conducted Team ISER Review of the Los Angeles Community College District (LACCD) on October 7, 2022. The primary focus of the team was to review standards IV.C and IV.D. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the institutional self-evaluation report (ISER) for each college in the LACCD and related evidence several weeks prior to the Team ISER Review. Team members found the narrative for Standards IV.C and IV.D of the ISERs to be comprehensive and well written.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the district ALO on October 3, 2022. The entire peer review team received team training provided by staff from ACCJC on August 31, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the meeting discussing their initial observations and their preliminary review of the written materials and evidence provided by the colleges for the purpose of determining whether the colleges continue to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations with an emphasis on Standards IV.C and IV.D. The team developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in March 2023

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The District should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team seeks to verify the board has an orientation for new board members as outlined under policy.
Standards or Policies: IV.C.9

Description:
   a. As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.
   b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.
   c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.
   d. The team did not find evidence of a formal new trustee orientation.

Topics of discussion during interviews:
   a. How are new board members informed of board orientations?
   b. What orientation opportunities are provided for new board members?
   c. When was the last new board member orientation?
   d. Who participates in board orientation?

Request for Additional Information/Evidence:
   a. New board member orientation agenda.
   b. Documentation of Professional Development Opportunities.

Request for Observations/Interviews:
   a. Board members
   b. Chancellor

District Core Inquiry 2: The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.
Standards or Policies: IV.D.3

69 at bottom

Description:
   a. The team reviewed the district's allocation model and evidence that the district is following its model.
   b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

Topics of discussion during interviews:
   a. What are the effective controls of expenditures?
   b. What is the process for evaluating the resource allocation model?
   d. What is the process for colleges in the district to request more resources in order to meet operational needs?

Request for Additional Information/Evidence:
   a. Resource model evaluations.
   b. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

Request for Observations/Interviews:
   a. Chancellor
   b. District Chief Business Officer (or CFO)
   c. District budget committee

District Core Inquiry 3: The team would like to learn about the process of development and what follow-up has occurred from the release of the district's framework for racial equity and social justice.

Standards or Policies: IV.D.1

Description:
   a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

Topics of discussion during interviews:
   a. Where did this framework originate?
   b. How did the district determine a Race, Equity, and Inclusion workgroup?
   c. How does this district use these principles to guide decision-making?

Request for Additional Information/Evidence:
   a. Committee roster of Race, Equity, and Inclusion workgroup.
   b. Agendas and minutes from the district's Race, Equity, and Inclusion workgroup.
   c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

Request for Observations/Interviews:
  a. Chief Human Resources Officer
  b. Race, Equity, and Inclusion workgroup
  c. Individuals involved in the development of the Framework of Equity and Social Justice